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A curriculum unit for secondary school students presents American history from the time of the initial settlements through the Revolutionary War. There are four chapters: the English colonists, the English heritage, the conflicts between England and the colonies, and the war for independence. Each chapter contains a summary reading, several activities, some enrichment material and a review discussion. For other units in this series, see UD 007706, UD 007707, and UD 007708. (NH)

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ADVENTURES IN UNITED STATES HISTORY

UNIT 1: Colonists Settle in the New World and Gain Independence

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ELEMENTARY AND SECONDARY EDUCATION ACT
LOS ANGELES CITY SCHOOLS

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ADVENTURES IN UNITED STATES HISTORY

UNIT 1: COLONISTS SETTLE IN THE NEW WORLD AND GAIN INDEPENDENCE

FOR PUPILS IN
UNITED STATES HISTORY AND GEOGRAPHY 1

LOS ANGELES CITY SCHOOLS
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TO THE READER

You are a pupil in school now. Soon you will be a citizen who is taking part in running the nation. Your citizenship means many things. It means valuable freedoms and rights. Also, and just as important, it means that you are able to perform the duties of a citizen and are willing to do so.

You are showing that you are willing to do your job as a citizen when you study about your nation's history. It helps you to be a better citizen when you learn about United States history because it will help you to understand your rights and your duties better.

Your nation as you enjoy it today was developed by millions of people. All of them were young once and were studying just as you are so that they would be able to help make their country better. When you read about their lives, it will help you to plan your own life, now and in the future. The ideas of freedom that people struggled for have made our nation great. Some of the people who did the most to help our nation grow better and stronger are now our national heroes. Others are not called heroes, but they did much for their country just by being loyal citizens, helpful neighbors, and good parents. Remember that they all helped their country–that is what matters most! Of course, there have been some people who did not help at all; some who even worked against their nation. How much better it is for a person to plan his life so that he will be remembered as a person who helped, rather than as one who did not care about his nation's future or about the happiness of the people who followed him!

Freedom is very hard to get and very easy to lose. All of our citizens, of every race and creed, must work together to make certain that their nation's freedom is never lost. If we really know what freedom is, and if we each make a personal promise to live so that we will defend freedom, our nation will be able to win over any danger.

This book has been developed by a staff of writers, consultants, supervisors, and administrators in the Los Angeles City School districts. They hope that when you read and study it you will be better prepared to face the difficult job of being an active, helpful, intelligent citizen.

ACKNOWLEDGMENTS

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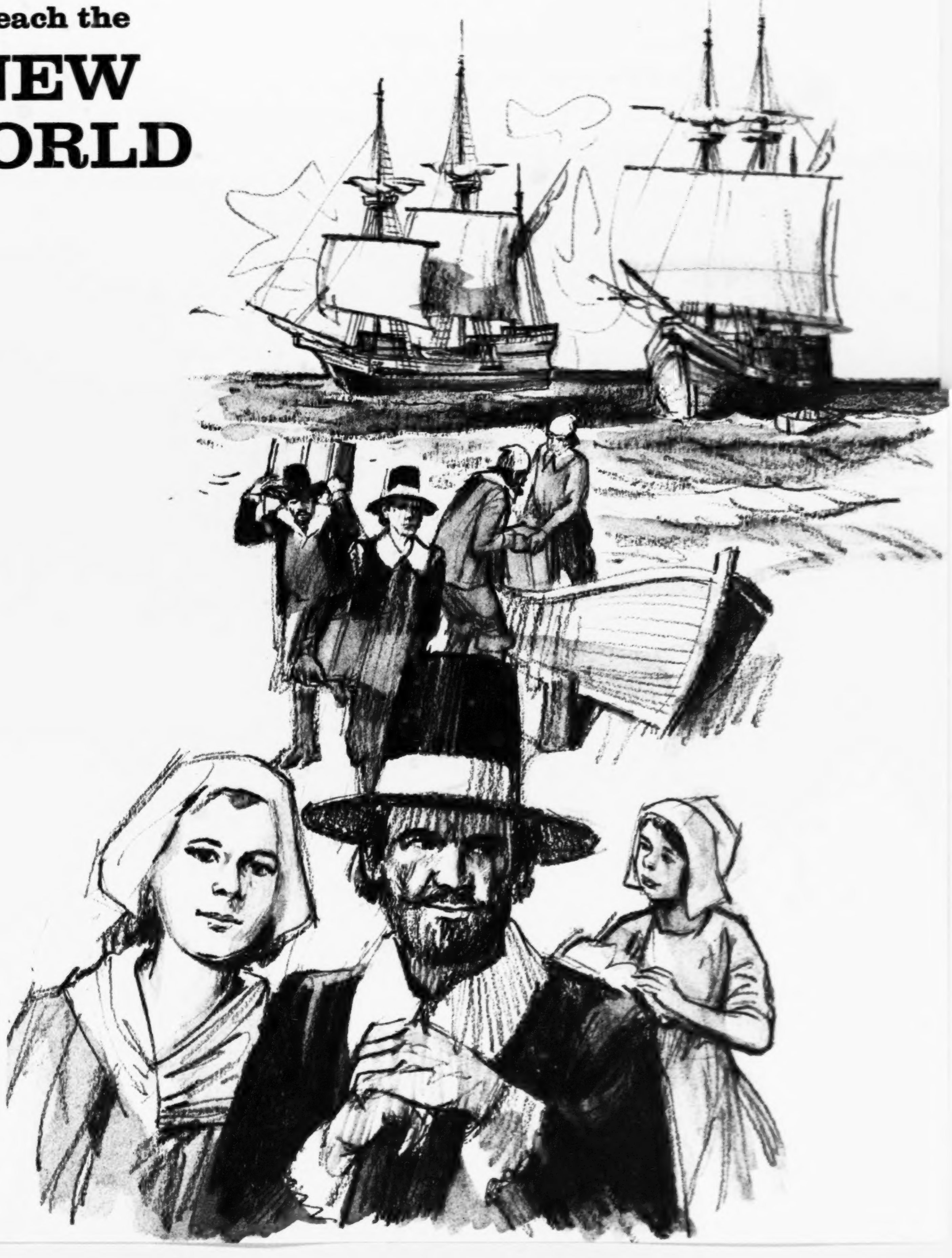
CHAPTER I

The English Colonists Reach the NEW WORLD



SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. colonists
2. heritage
3. colonies
4. settled
5. govern
6. prosper
7. persecute
8. influence

Many of you have moved in the last five years. You moved for many different reasons. The early colonists had reasons for moving, too. In today's reading, you will find out why they moved.

WHY DO WE HAVE FREEDOMS TODAY?

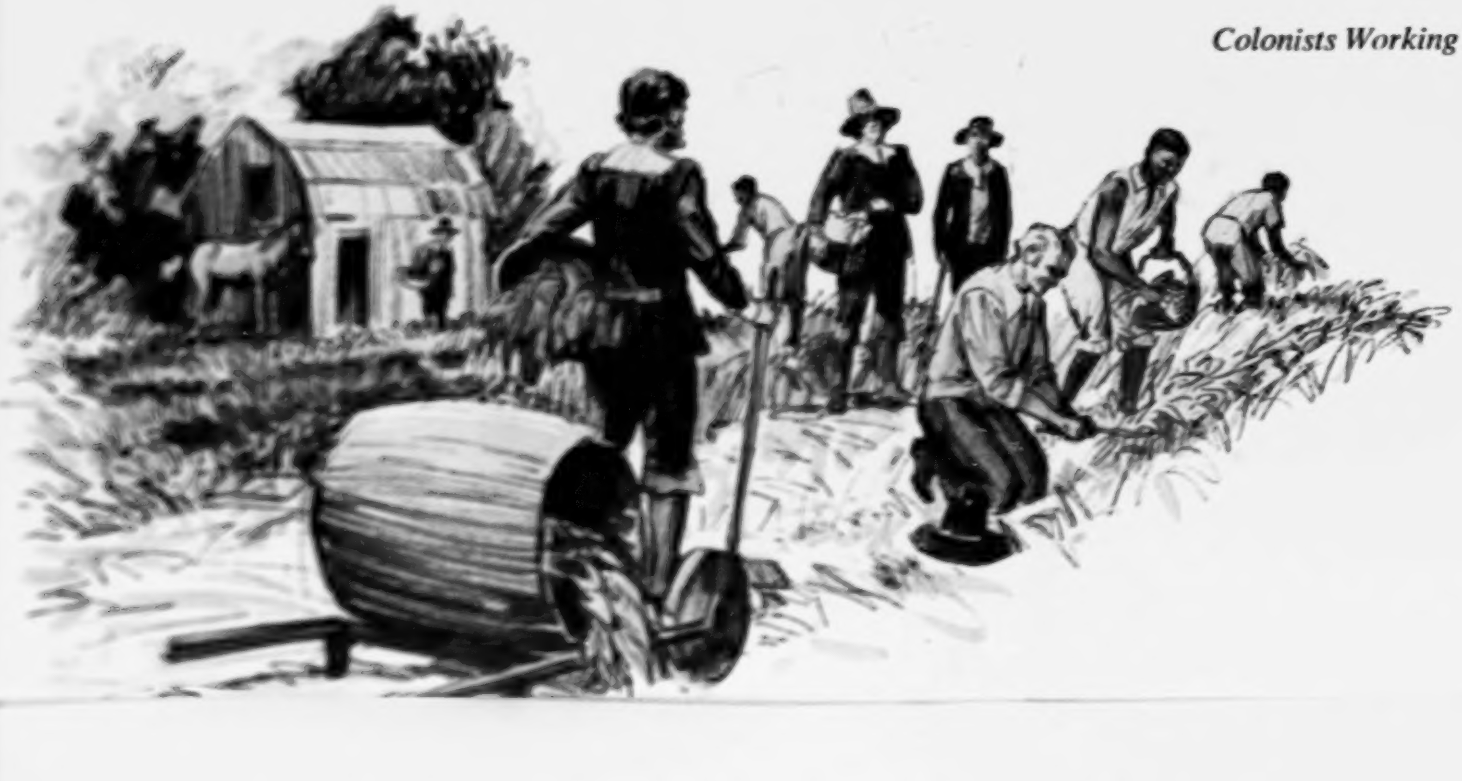
We have many freedoms today. There is a reason for this. When the first colonists came to America, they brought many ideas with them. Most of the colonists came from England. Many of their ideas grew and improved in America. Early Americans had ideas that led to liberty and freedom. These people passed on these ideas to us. We call the ideas that they passed on our heritage. These early ideas of liberty and freedom have grown and changed. As you study how the colonies were settled, you will find out what some of these ideas were.

You will learn why people came to America. They came for different reasons. Some wanted adventure. Some wanted to worship God in their own way. Some wanted to make their own laws or to govern themselves. Some wanted better jobs. Others wanted land for farms. Some were forced to come.

WHY DID COLONISTS GO TO JAMESTOWN?

The first colony the English people settled was Jamestown. Colonists came to Jamestown in 1607. They came looking for adventure, trade, and gold. Many of them did not come to work. Because of this, many colonists died from hunger or sickness. At last, a strong leader told them, "If you do not work, you will get no food." That leader was John Smith. These colonists soon learned that they had to work hard. We know that people still have to work hard for their food.

After much hard work, Jamestown did well, or prospered. Tobacco became an important crop. Women came in 1619, and families were started. The colonists began to govern (rule) themselves. They brought this idea of ruling themselves from England.



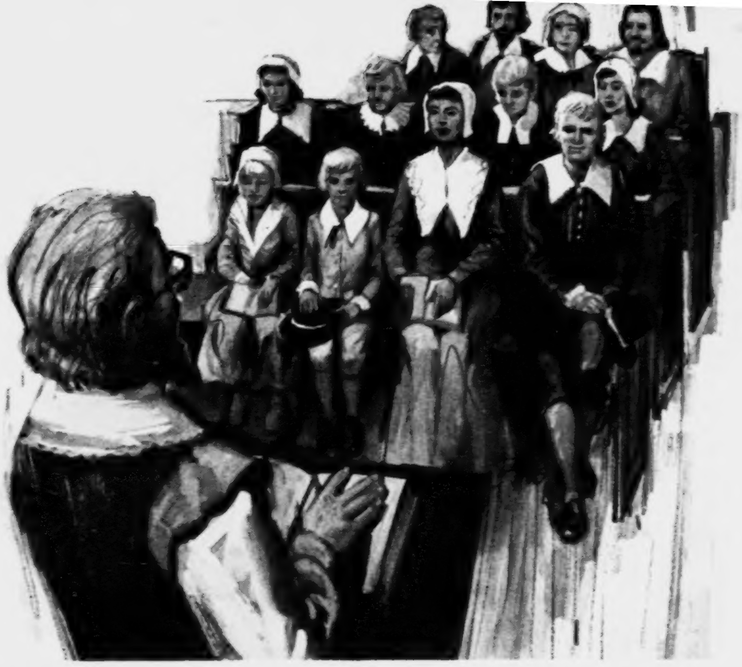
Colonists Working in the Fields

Not all the ideas of the colonists led to freedom for all people. A Dutch ship brought twenty Negroes to Jamestown against their will. These Negroes were sold to the colonists. In time, this led to slavery in the colonies.

WHY DID THE PILGRIMS COME TO THE NEW WORLD?

Other English colonies were settled after Jamestown. There were many different reasons for the settlement of these other colonies. The Pilgrims settled Plymouth in 1620. The Jamestown colonists, you remember, wanted gold and trade. The Pilgrims came because many of them were picked on or persecuted in England because of their religion. They wanted to live where they could worship God as they chose. They wanted religious freedom. They had a rough voyage. They came on a small ship called the *Mayflower*. When they got to America, the Pilgrims had a hard time. More than half of them died the first winter. Still, they did not give up. Later, they got help from the Indians. With this help and their own hard work, they began to prosper.

The Pilgrims made some rules before they landed. They wrote that the colonists would help to run the government in the colony. They also wrote that colonists should obey the laws. These rules proved to be good ideas. The rules they wrote were called the *Mayflower Compact*. With these rules, the Pilgrims made sure that they would have freedom.



Colonial Church Service

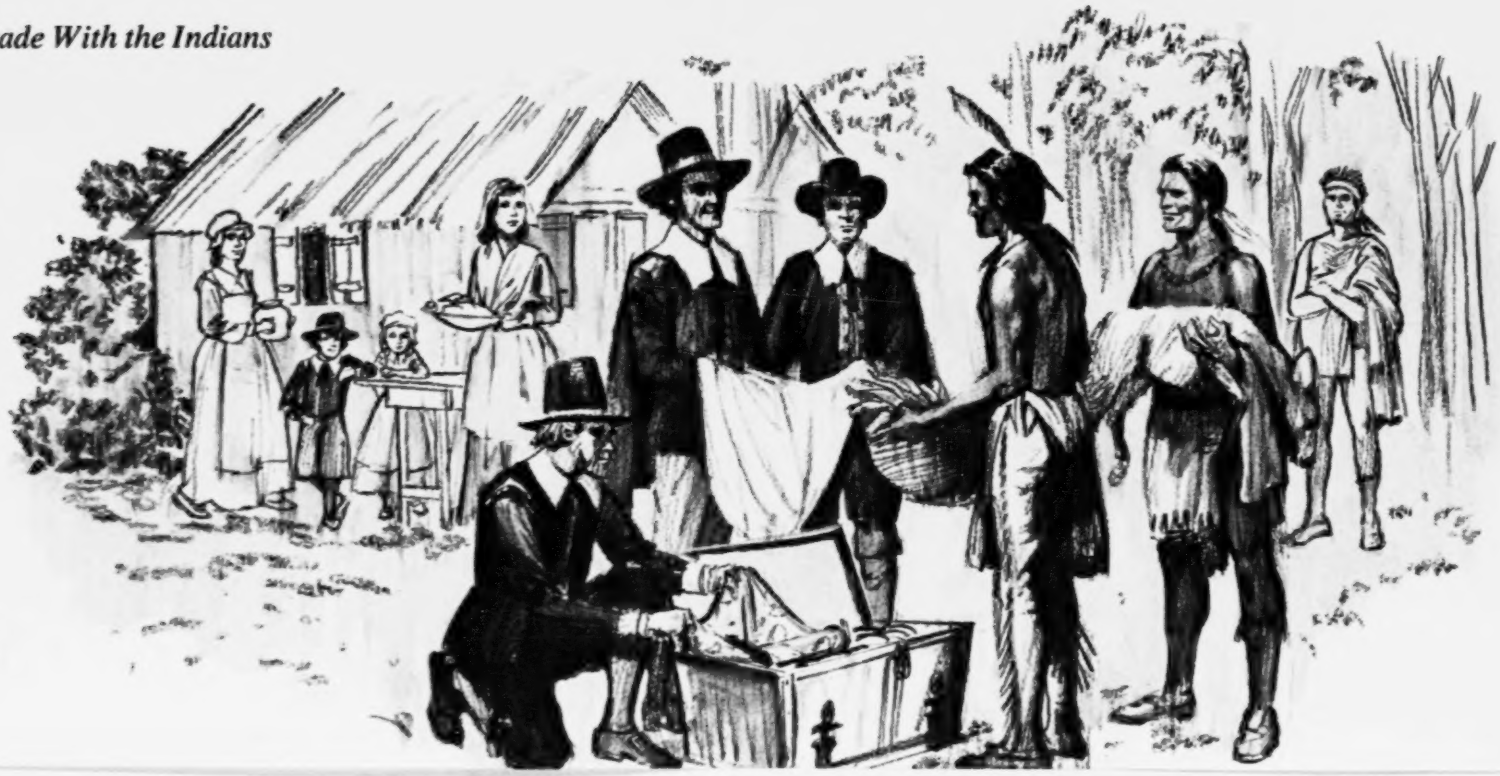
WHAT DID ROGER WILLIAMS BELIEVE?

Rhode Island, another important colony, was started by an outstanding leader named Roger Williams. Roger Williams had many ideas that we believe in today. He felt that all people, including Indians, should be treated in a fair way. He also believed that the colonists of Rhode Island could rule themselves. Each colonist in Rhode Island could worship God as he chose. The government could not tell him what church to go to. Because of this, people of different religions settled in Rhode Island.

WHO WERE THE QUAKERS?

Pennsylvania was settled in 1682 by people called Quakers. The Quakers had been persecuted in England. The Quaker religion said that all people should treat each other as brothers. These people felt that love and peace were im-

Trade With the Indians



portant. William Penn was their leader. He was a great man. He knew the Indians very well and liked them. The Indians, in turn, loved and respected him and the colonists of Pennsylvania.

There were thirteen English colonies in all. We study about them so that we can understand ourselves better. The people who settled these colonies had ideas that influence us today.

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word on your paper. Match the word with the meaning it has in this story. Then write the meaning next to the word.

Example: 1. colonists–people who live in a new land

1. colonists
2. heritage
3. colony
4. settle
5. govern
6. prosper
7. persecute
8. influence

to rule
to pick on
land owned by another country
to change in some way
people who live in a new land
ideas that are passed on
to make a home
to do well

ACTIVITY 2

READING FOR MAIN IDEAS

Under each numbered topic are two sentences. Copy the one that is correct for each part of the story.

Example: 1. Freedoms–The colonists came for many reasons.

1. Freedoms
   a. The colonists came for many reasons.
   b. Colonists came only for adventure.
2. Jamestown
   a. The colonists never learned to work hard.
   b. The colonists learned they had to work hard to prosper.
3. The Pilgrims
   a. The Pilgrims believed in making their own laws.
   b. The Pilgrims wanted a king to make their laws.
4. Roger Williams
   a. Roger Williams punished the Indians.
   b. Roger Williams believed in letting people worship God as they pleased.
5. The Quakers
   a. Quakers believed that Indians should be treated in a fair way.
   b. Quakers were not fair to the Indians.

ACTIVITY 3

WHO AM I?

Who might have said each of these things in early colonial times? You should know the answers from today's story. Write out each answer on your paper.

1. "All right, you lazy man, no food for you!"
2. "I think of you as my brother."
3. "Yes, you may worship God as you choose."

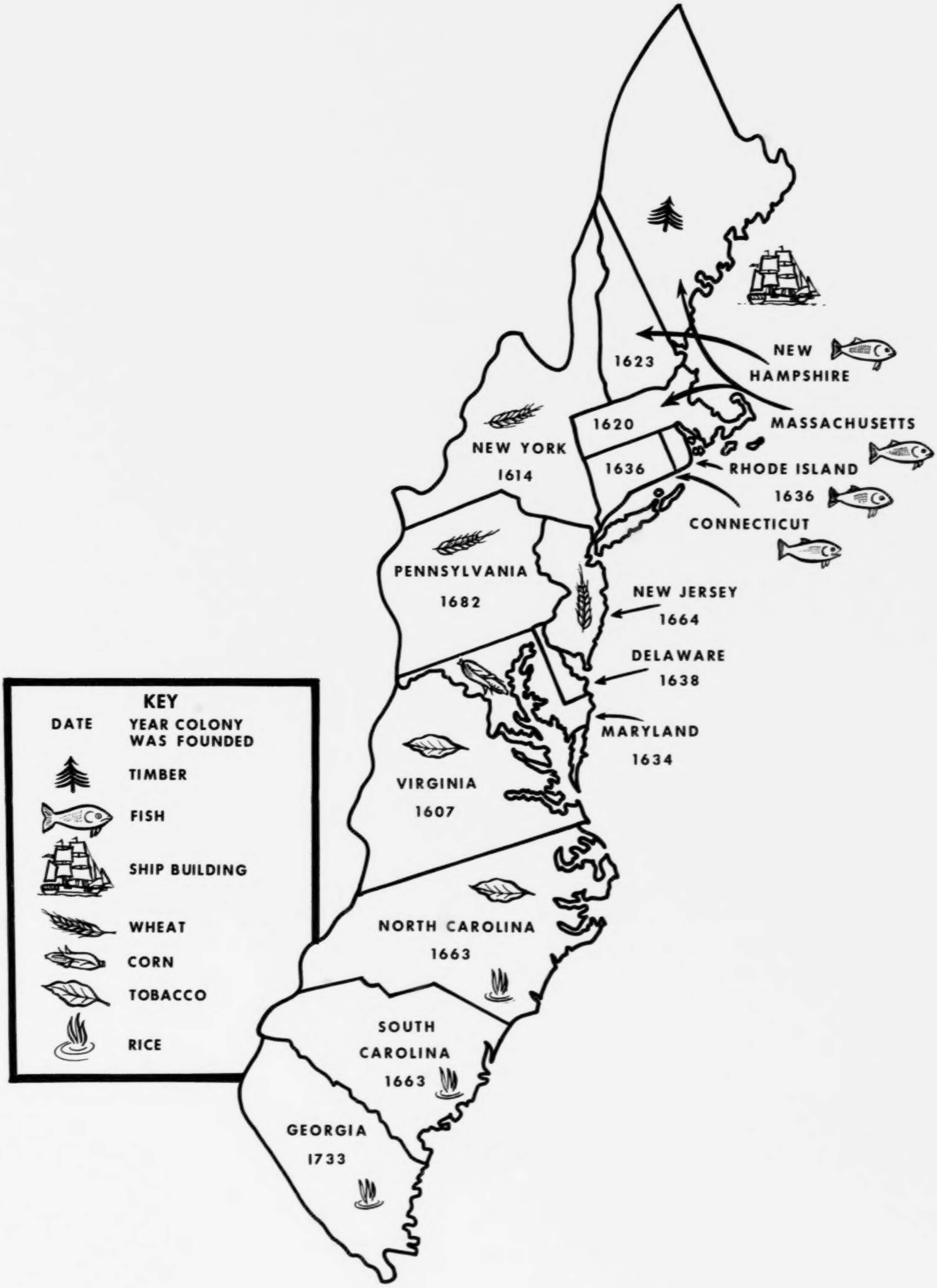
ACTIVITY 4

VOCABULARY SENTENCES

Write each vocabulary word in a sentence.

Example: The colonists were brave people.

Enrichment 1: MAP OF THE THIRTEEN COLONIES


1623
NEW HAMPSHIRE
1620
MASSACHUSETTS
NEW YORK
1614
1636
RHODE ISLAND
1636
CONNECTICUT
PENNSYLVANIA
1682
NEW JERSEY
1664
DELAWARE
1638
MARYLAND
1634
VIRGINIA
1607
NORTH CAROLINA
1663
SOUTH CAROLINA
1663
GEORGIA
1733
KEY
DATE
YEAR COLONY WAS FOUNDED
TIMBER
FISH
SHIP BUILDING
WHEAT
CORN
TOBACCO
RICE

ACTIVITY 1

WHO AM I?

If I said this, what colony did I live in? Look at the map for your answers. Copy each sentence and then write your answer.

Example: 1. "I just caught a twelve-pound fish."–Massachusetts

1. "I just caught a twelve-pound fish."
2. "I just planted some wheat."
3. "I helped build this ship."
4. "Let's make pop-corn."
5. "Ah, I love the smell of tobacco."
6. "I want rice pudding for dinner."
7. "I'm tired of chopping wood."

ACTIVITY 2

SECTIONS OF COLONIES

In time, there were thirteen English colonies in all. We say that the thirteen colonies were divided into three parts, or sections. We call the three sections:

1. The New England Colonies
2. The Middle Colonies
3. The Southern Colonies

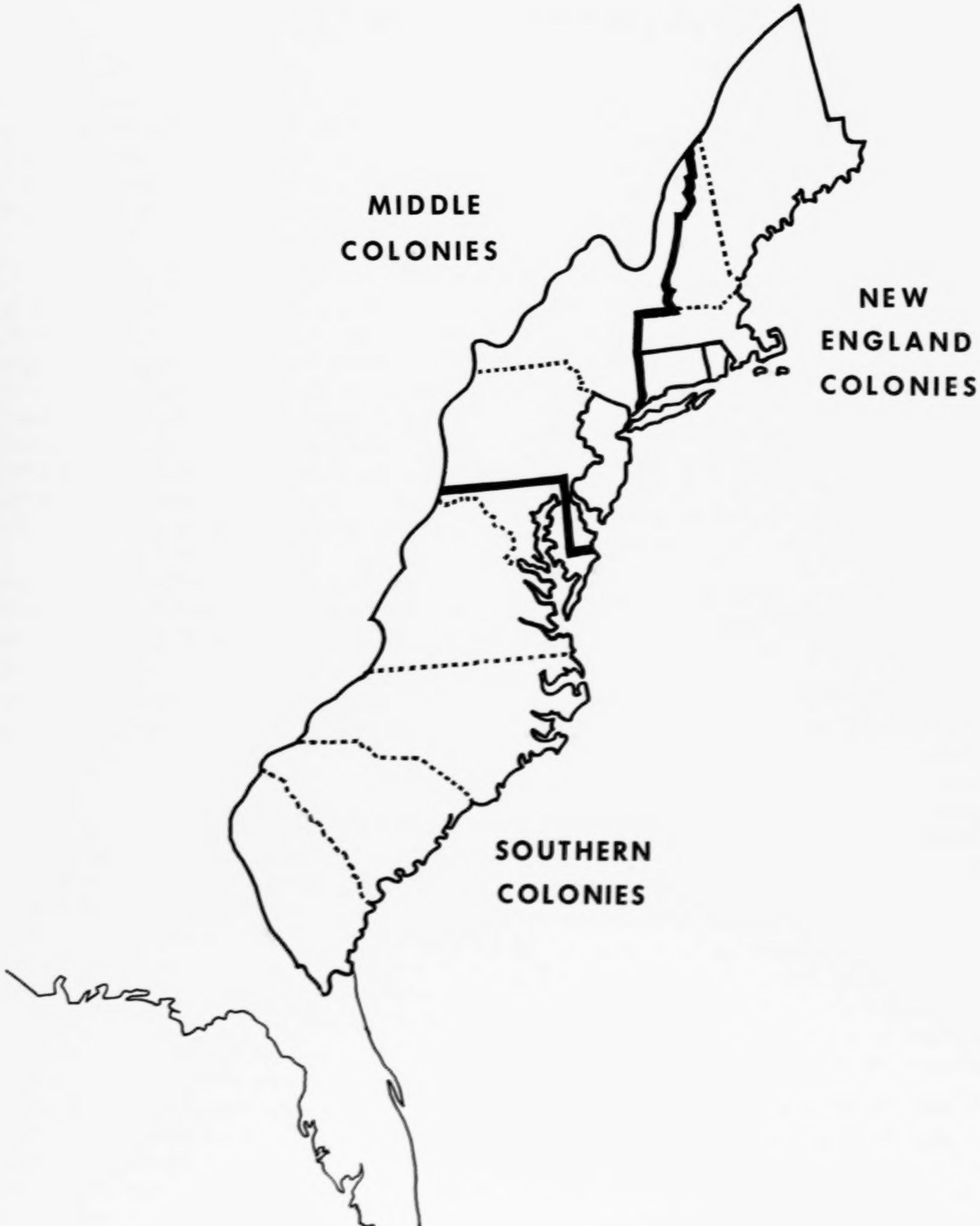
The people in each section had different ways of earning a living. On the next page is a map of the thirteen colonies. Trace this map. Color the three sections in three different colors. Print the names of the three sections.

ACTIVITY 3

TIMELINE

Here is a list of dates in order. Copy each date. After each date write the name of the colony that was settled in that year. Look at the map on page 6 for the answers.

1607
1614
1620–Plymouth
1623
1634
1636
1636
1638
1663
1663
1664
1681
1733


MIDDLE COLONIES
NEW ENGLAND COLONIES
SOUTHERN COLONIES

Map of the Thirteen Colonies

Enrichment 2: JOHN SMITH SAVES THE DAY

JAMESTOWN

"Work or starve!"

John Smith was doing the talking. The colonists of Jamestown in 1607 knew John Smith well enough to know that he meant it. They worked, and so they ate. Because of this work, the colony of Jamestown did not fail. Jamestown became the first English colony in the New World that was able to last. What sort of man was this John Smith? Let's find out.

STRANGE ADVENTURES

John Smith was born in England in 1579. At that time the queen of England was Queen Elizabeth I. When John was sixteen, his father died. Now John was on his own. He left England to go to other lands. He had many exciting and dangerous adventures. Once he was thrown off a ship and had to swim for his life. Another time he was wounded in battle and was captured by the Turks. They sold him as a slave. Later he escaped.

PREPARATIONS

After eight years of these adventures, John Smith returned to England. He heard about a company, the London Company, which was going to start a colony in the New World. The men of the London Company hoped to find gold, silver, furs, and lumber. They had three ships and one hundred men ready to sail to the New World.

John Smith agreed to go with them. On the ship, he looked over the other colonists. Most of them were called "gentlemen." That is, they were not used to working with their hands. John Smith thought, "Will this be a problem?"

A BIG SURPRISE

Once the three ships sailed, John Smith tried to tell the other men on the ship how things should be done. The other colonists did not like him to do this. They felt insulted and thought that he was trying to take over. He was placed in the ship's jail. Later, when the ships landed, the colonists had a big surprise. Back in England the names of the leaders of the colony had been placed in a box, and the box was locked. When the colonists landed at Jamestown in April, 1607, the box was opened. One of the men named as leader was John Smith! In time John Smith was made president of the colony.

WORK OR YOU DO NOT EAT!

The colonists did not like John Smith at first, but they were lucky to have him as their leader. He told them, "Stop looking for gold and silver. Work, or you do not eat." This is just what they had to be told if they wanted to live. He made them build log walls to protect themselves against the Indians. He made them plant corn. He got the Indians to trade food with the colonists. The colonists gave the Indians beads for the food. John Smith saw that food was divided up equally. He learned the Indian language and learned how to get along with the Indians. Most important of all, John Smith told the colonists not to give up when they were hungry and sick.

John Smith had some very exciting adventures with the Indians. He wrote these stories down. We do not know how true they are, but they make good reading.

CAPTURED BY INDIANS

Once John Smith was captured by Indians. He was tied up while the Indians got ready to kill him. They had a war dance. Just then, so John Smith says, they noticed his compass. They were so surprised by the compass that they said, "He must be a mighty chief to have such a strange thing. We will not kill him!"

Later he was taken to the great Indian Chief, Powhatan. Powhatan and the other chiefs said, "Kill him. Kill this strange man!" John Smith had to lay his head down on two large stone blocks. The Indians got ready to kill him. Suddenly, so John Smith says, the 13-year-old daughter of the Indian chief ran to him. Her name was Pocahontas. The Indian girl placed her head on top of his.

"Kill him and you kill me!" she cried. When the Chief heard this, he gave John Smith his freedom.

"DO NOT GIVE UP!"

Thanks to John Smith, the colony did not fail. The colonists did have a very difficult time, though. One hundred five colonists had landed at Jamestown. By the end of the first summer, only thirty-eight colonists were still alive. Sickness and starvation had done their work. Still John Smith urged them, "Do not give up." More colonists came. They took over the jobs of those who had died.

Then, something terrible happened, and after that John Smith could not finish his work at Jamestown. He was on a boat on a river near Jamestown. Somehow, the gunpowder he was carrying caught fire. He almost burned to death. He was able to escape with his life, but he had to go back to England to get medical treatment. He never returned to Jamestown.

After John Smith left, the people of Jamestown had more suffering. After the first winter, only sixty men were left out of some five hundred that had now come over. Still the colonists would not give up. There was more suffering and hard work. In time, Jamestown grew into the rich colony of Virginia. Virginia could look back then and give thanks for such men as John Smith.

ACTIVITY 1

CHECKING THE FACTS

Number from 1 to 15 on a sheet of paper. Write the answer that should be in the blank for each number. Check back in the story if you need to.

I am John Smith. I was born in the year __1__. I was sad when my __2__ died. I was only __3__ years old, but now I could leave __4__. Once I left, I had many exciting and dangerous __5__ in other lands.

I finally returned to England. There I found that the __6__ Company wanted to send settlers to the __7__ World. I agreed to go. The other colonists did not like me and put me in the ship's __8__. They did not like me because they thought I was trying to __9__.

In time I was made __10__ of the Colony of Jamestown. I told the colonists, "Stop looking for __11__ and __12__." I made the colonists plant __13__. I got the __14__ to trade food with the colonists.

An Indian girl named __15__ saved my life.

ACTIVITY 2

WRITING A PARAGRAPH

Copy the following and complete it by writing a short paragraph.

I am John Smith. I want people to remember me because ________.

Enrichment 3: WHY WORK?

Cast: Narrator
Colonist Bill
Colonist Robert
Colonist Richard
John Smith

NARRATOR: The scene opens on a group of English colonists. The place is Jamestown. The year is 1607. The colonists have recently landed at Jamestown. Jamestown later became a part of Virginia.

COLONIST BILL: Where is it? Where's my pick?

COLONIST ROBERT: Out of the way! Where's my shovel?

COLONIST RICHARD: Who cares? Where's my food? I'm hungry!

COLONIST BILL: Where's the gold? The gold! That's what I want!

COLONIST ROBERT: Silver! Silver! Get out of my way. Let me at some silver.

COLONIST RICHARD: I'm hungry.

COLONIST BILL: Gold! Gold! Where are you?

COLONIST ROBERT: Oh, silver! Oh, silver! I know you must be somewhere in this ground!

COLONIST RICHARD: I'm hungry!

COLONIST BILL: Mmmmm. Now that you mention it, I could do with a bite myself.

COLONIST ROBERT: Say, I don't mind telling you. I'm a little on the starved side, too.

COLONIST RICHARD: I'm hungry!

JOHN SMITH: I'm John Smith. What's going on around here? What do you think you are doing? What do you want?

COLONIST BILL: I want gol—I mean, I want FOOD.

COLONIST ROBERT: I want sil—oh, I mean I'm starved. Food. I want FOOD.

COLONIST RICHARD: I'm hungry.

JOHN SMITH: Take a look at the Indians.

COLONIST BILL: Who wants to look at Indians?

COLONIST ROBERT: And I'm hungry.

COLONIST RICHARD: Hungry? I'm starved!

JOHN SMITH: No. No. Look at how the Indians work for their food.

COLONIST BILL: Work?

COLONIST ROBERT: Work?

COLONIST RICHARD: I'm hungry.

JOHN SMITH: Yes. If you want food, YOU MUST WORK!

COLONIST BILL: Who, me?

COLONIST ROBERT: Work! What a bad word.

COLONIST RICHARD: I'm hungry.

JOHN SMITH: Well, I'm boss here. Work or starve.

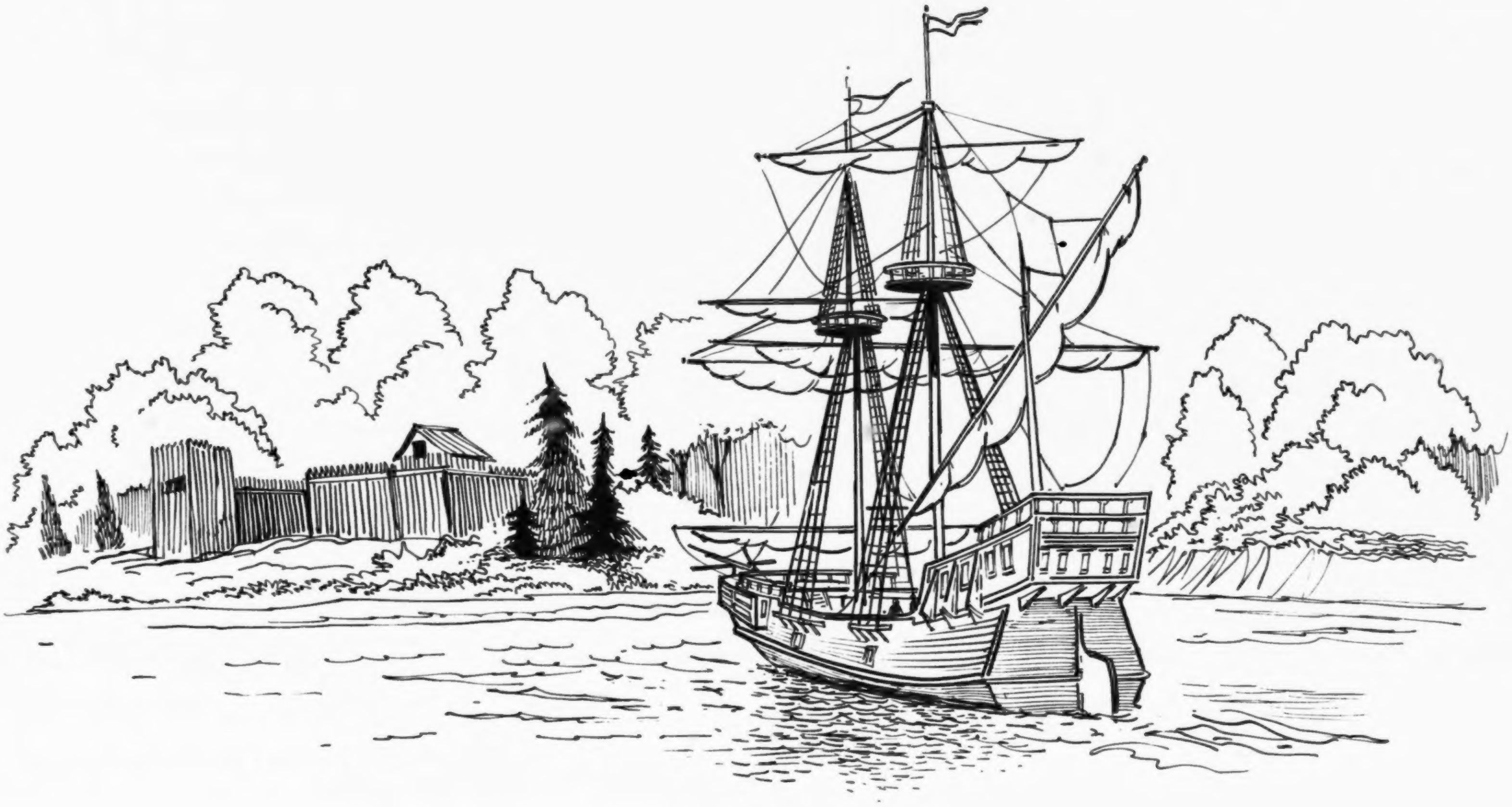
COLONIST BILL: Work or starve, you say? Well, give me that hoe.

COLONIST ROBERT: And give me that corn to plant.

COLONIST RICHARD: I'm hungry.

JOHN SMITH: You won't be hungry once you get to work and grow what we need.

NARRATOR: John Smith was right. The colonists stopped searching for gold and started working. Soon they stopped saying, "I'm hungry."



The Harbor of Jamestown

Enrichment 4: THE GROWTH OF SLAVERY

"MAN OVERBOARD"

"Stop him from jumping overboard!" shouted the captain.

The man quickly worked his body through the hole in the net and jumped into the water.

"I was too late," said the sailor. "Before I could reach him, he jumped. If there hadn't been so many slaves on the top deck, I could have stopped him. Now he has killed himself."

"We can't worry about him now," said the captain. "We have too many others who are causing problems."

"What problems, captain?" asked the sailor.

The captain answered, "Many slaves won't eat and want to die. Many others are real troublemakers. They want to take over the ship."

This was a conversation in 1700. It was between a captain and a young sailor who was making his first voyage on a slave ship. The young sailor had many more questions to ask.

BACKGROUND OF SLAVERY

"Has slavery always been this way?" asked the sailor.

"No, slavery is quite different now," said the captain. "In the colonies before 1660, the word 'slavery' just meant a lower kind of labor. In the colonies before 1660, a slave could be an Indian, a Negro, or a white man."

Big waves rocked the boat. The captain and the sailor found a place to sit. The captain thought a moment and spoke again.

"History shows us that slavery goes back thousands of years," the captain said. "In early times, men who were captured in wars often became slaves. The men who won the war made slaves of their captives instead of killing them. Slaves were like prizes in war. In most cases, the slave and slave owner were of the same race."

"You mean that early slavery had nothing to do with any one race of people?" asked the sailor.

"Right," said the captain.

AFRICAN SLAVE TRADE

"Well, when did they start buying slaves from Africa?" asked the sailor.

"Around the fourteen hundreds," said the captain. "Portugal was the first European country to start the African slave trade."

"Why did the African chiefs sell men and women as slaves?" asked the sailor.

"For one thing, there were slaves in Africa in the fourteen hundreds. The native rulers who owned slaves did not think it was wrong to sell them. The Europeans traded cloth, guns, and rum for slaves," said the captain.

NEGROES IN THE NEW WORLD

"Were all the Negroes who came to the New World slaves?" asked the sailor. "No," said the captain. "The first Negroes who reached the New World were not slaves. They were on the first ships sent by Spain and Portugal. Records show that Negroes were with Columbus, Balboa, Cortez and other early explorers."

"Then why did the colonists later force Negroes to come to America?" asked the sailor.

"Colonists needed more workers," said the captain. "At first some Negroes were given their freedom after seven years. They were known as indentured servants. By the way, Negroes were not the only indentured servants."

FIRST NEGROES IN THE ENGLISH COLONIES

"When did the first Negroes reach the English colonies?" asked the sailor.

"It was in 1619," said the captain. "A Dutch ship traded twenty Negroes to the colonists of Jamestown for food and water."

"When were the Negro workers no longer like indentured servants?" asked the sailor.

"About 1660," said the captain. "Colonies passed new laws. After that, the Negro indentured servants were slaves for life."

The captain and the young sailor both looked each other without saying anything for a min- e. Then the captain said, “Time for work, ung man.”

“All right, sir, but I was just thinking how much I hate this system of slavery,” said the sailor.

“Well, don’t be mad at me,” said the captain. “I’m not a slave owner. My job is just to deliver the slave cargo.”

ACTIVITY 1

Copy the first part of each sentence and then write the correct answer to complete it. Look back to the story “The Growth of Slavery.”

1. In the colonies before 1660, the word slavery meant
   a. a lower kind of labor.
   b. the same as it means today.
2. History shows us that slavery goes as far back as
   a. 1619.
   b. thousands of years.
3. In the beginning, slavery
   a. had nothing to do with any one race of people.
   b. was the same all over the world.
4. The first Negroes that reached the New World
   a. were slaves brought by the English.
   b. were not slaves.
5. The colonists brought Negroes to the colonies against their will
   a. because more workers were needed.
   b. because Europe was too crowded.

ACTIVITY 2

Copy the first part of each sentence and then write the correct answer to complete it.

1. In early times, a man captured in war often became a______.
   a. leader b. slave
2. The first European country to start the African slave trade was ______.
   a. Spain b. Portugal
3. Negroes were on the first ships sent to the New World by______.
   a. Spain and Portugal b. England and France
4. Colonists who worked seven years to get their freedom were called______.
   a. indentured servants b. skilled laborers
5. The first Negroes to reach the English colonies landed at______.
   a. New York b. Jamestown
6. About 1660 new laws were passed in some colonies. Negro indentured servants were______.
   a. free men b. slaves

WOMAN SUFFRAGE

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why do we have many freedoms today?
2. Why do people leave one place to go to another today?
3. Why is a strong leader important today?
4. What were some of Roger Williams' beliefs? Why are his beliefs still important today?

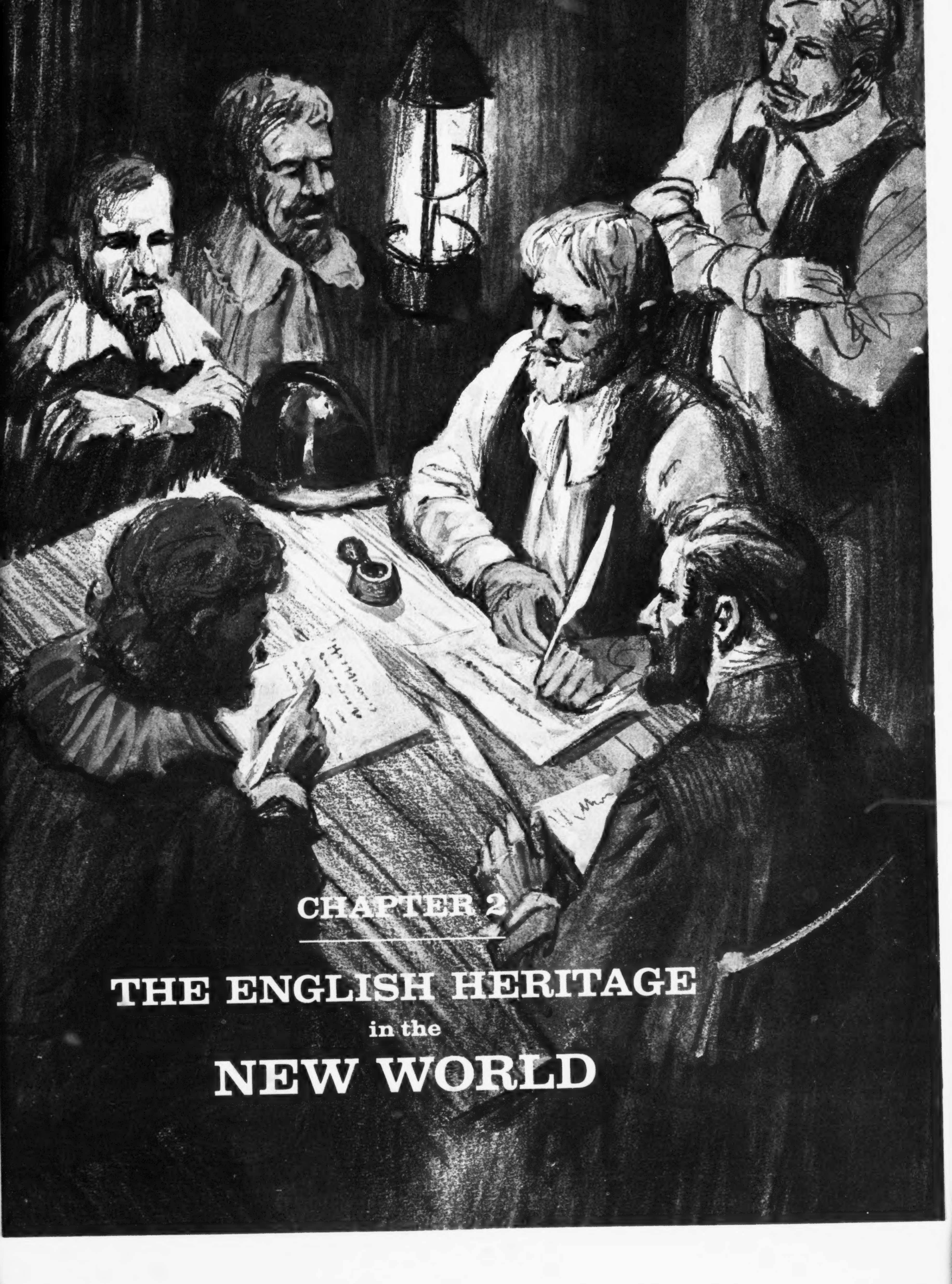
PETE AND BOB: RELIGION IN SCHOOLS

The early colonists thought that religion was important. Religious beliefs were taught in colonial schools. Many people today still feel that religion is important. However, it is now considered against the law to teach religion in public schools. Is it right not to teach religion in public schools?

Pete says: "Religious beliefs are just too important not to be taught in our schools."

Bob says: "I'm not against religion, but I do not feel it should be taught in our schools."

What do you think? Do you agree with Pete or Bob? Why?



CHAPTER 2

THE ENGLISH HERITAGE in the NEW WORLD

SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. representatives
2. militia
3. jury
4. influence
5. tutor
6. craftsman
7. crafts
8. apprentice
9. trade

Many people influence you today. Who are some of these people? Early colonists were influenced too. In today's reading you will find out how the colonists were influenced.

WHAT IDEAS DID THE COLONISTS BRING HERE?

The English colonists who settled in the New World brought many ideas with them. These ideas grew and changed in the New World.

English colonists wanted to govern themselves. They elected representatives to make laws for a colony. When people do this, we say they have self-government. However, the colonists did not have complete self-government. Sometimes, England changed a law that a colony passed. Besides, not everyone could vote. Women could not vote and neither could indentured servants nor slaves. In some colonies only the men who owned land could vote.

English colonists believed that the army should be made up of citizens. That way the citizens were also soldiers. This kind of army was called a militia. The men in the militia were trained so that they could protect the colony.

WHAT IS A FAIR TRIAL?

The men and women of the English colonies also thought that a fair trial was important. This meant that a colonist who was arrested should know why. It also meant that the people on the jury lived in his town.

WHY IS RELIGION IMPORTANT?

The English colonists who came to the New World had different religions. Religion was important to the people in all the colonies. Churches influenced the colonists. Churches were most important in the New England colonies. There the laws sometimes made people go to church. Families always went to church on Sundays. The church also had charge of the schools.

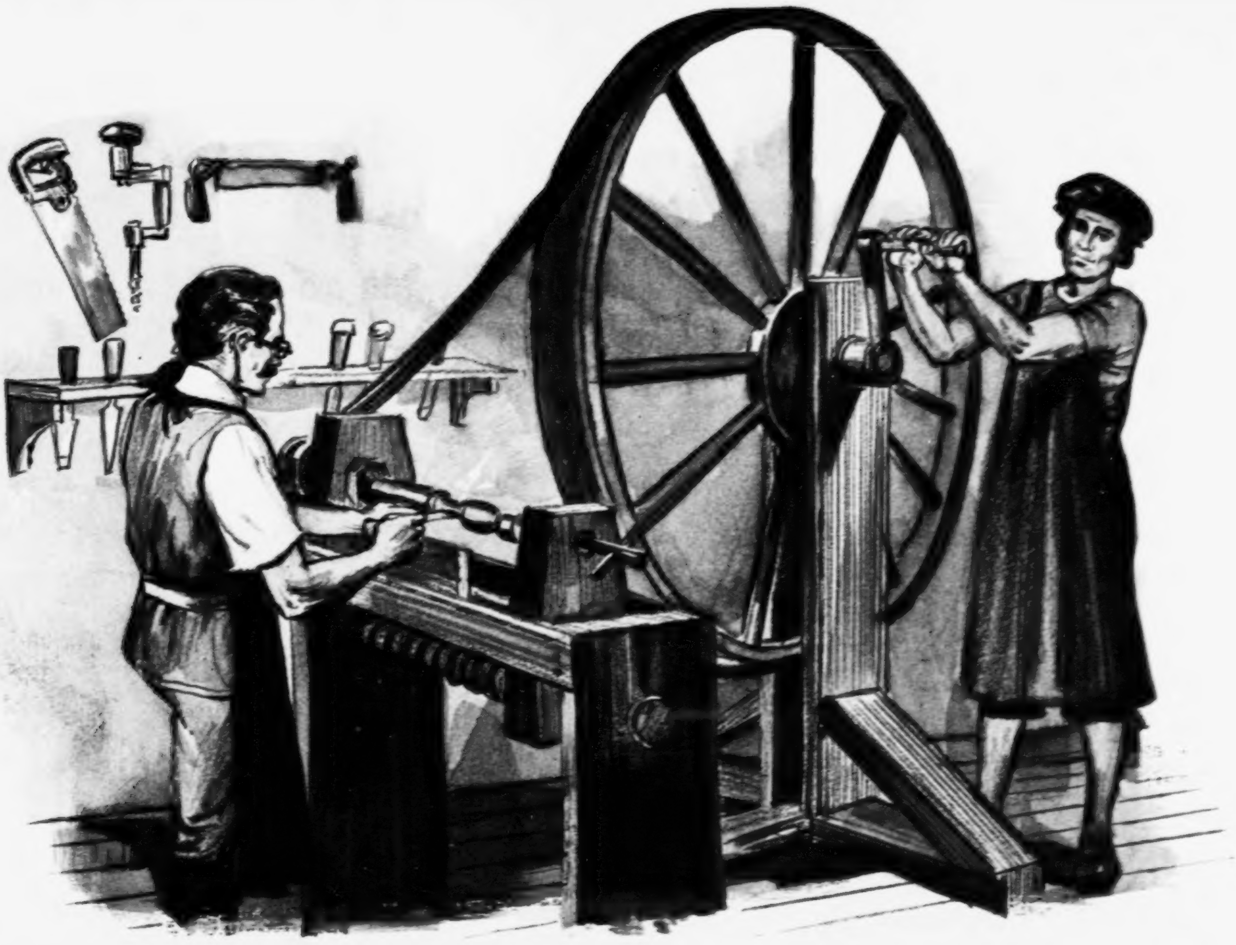
In some colonies the people could not pray as they wished. Later, many colonists asked, "Why not let each person pray the way he wants to?" This idea was called *religious freedom.* Many people liked the idea of religious freedom. Some colonies were started to give people more religious freedom. This idea of religious freedom grew and grew.

WHAT WERE SCHOOLS LIKE IN THE COLONIES?

The colonists believed that education was important. They wanted their children to be able to read the Bible and to understand it. The first schools were started in the New England colonies. Most of the children in the Southern colonies were taught by tutors. A tutor is a teacher who teaches only one or two students at a time. Tutors were needed because families lived too far from each other to have a school.

HOW DID COLONISTS EARN THEIR LIVING?

English colonists also brought over ideas about working to earn a living. Many colonists were good craftsmen. A craftsman is someone who is good at making something. Some of the crafts were metal work, soap-making and barrel-making. A young man learned a craft by working for a craftsman. The Indians who were here and the Negroes who were brought here against



Colonial Craftsmen at Work

their will also were good craftsmen. Some Indians made such things as fine bows and arrows, baskets, and beautiful cloth. Some Negroes served as carpenters, painters, brick masons, stone cutters, barbers, chefs, bakers, goldsmiths, and cabinet makers.

Many things were made by the colonists and sent to England. In time, the colonies had lots of trade with England. Trade helped the colonies grow.

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word on your paper. Match the word with the meaning it has in this story. Then, write the meaning next to the word.

1. representatives	people who decide if a person is guilty
2. militia	to change someone's ideas
3. jury	to buy and sell
4. influence	person who makes something well
5. tutor	chosen by people in a self-government
6. craftsman	an army made up of citizens
7. craft	the skill to make something well
8. apprentice	someone who learns by working for someone else
9. trade	a teacher who teaches only one or two students at a time

ACTIVITY 2

WHO AM I?

Who might have said each of the following in early colonial times? Copy the saying and then write the correct answer.

1. "I voted today."
    a. a citizen who owns land
    b. a woman
    c. a slave

2. "I am proud to be in the militia."
    a. a man paid to be a soldier
    b. a full-time soldier
    c. a citizen who is also a soldier

3. "I demand the right to a fair trial!"
    a. a French colonist
    b. an English colonist
    c. a Spanish colonist

4. "We started the first schools. We are from________."
    a. the New England colonies
    b. the Middle colonies
    c. the Southern colonies

5. "I have a tutor. I am from________."
    a. a New England colony
    b. a Middle colony
    c. a Southern colony

6. "I am proud of what I make."
    a. a man in the militia
    b. a craftsman
    c. a tutor

7. "I work so I can learn."
    a. an apprentice
    b. a man in the militia
    c. a tutor

ACTIVITY 3

SENTENCES

Write a sentence for each of the vocabulary words at the beginning of this chapter.

Enrichment 1: THE RIGHTS OF ENGLISHMEN

We often think of a king as someone who is pretty much the boss of things. King John of England was such a king. He pushed his subjects (people) around. This was a long time ago—in 1215. A group of Englishmen got together and made King John of England sign a piece of paper to change all this. This paper was called the Great Charter. If you visit England, you may see this paper. It is more than 700 years old now. It is usually called by its Latin name, the Magna Charta.

What is the Great Charter? Why is it important?

Read this play. Then see if you can understand why the Great Charter was so important.

King John Meets His Match

Cast:
King John
Narrator
Nobleman Don
Nobleman Alfred
Nobleman Gordon
Nobleman Thomas
Nobleman Paul
Nobleman Richard
Nobleman William
Nobleman Kenneth
Nobleman Joseph

KING JOHN: I am King. I can do anything I want to do anytime I want to do it. Who's this guy? I don't like him. Throw him in jail.

NARRATOR: King John of England is doing the talking. It is the year 1215. The place is England. As you might expect, Englishmen do not like what King John is saying. A group of them get together and decide to do something about it. They are not ordinary men. Far from it. They are high class men, men called *noblemen.* One of them speaks.

NOBLEMAN DON: Listen, King John. There are certain things we want changed—or else.

KING JOHN: Oh, yeah?

NOBLEMAN ALFRED: First of all, we do not want you arresting one of us any old time you feel like it. You must have a good reason. Understand?

KING JOHN: Oh, yeah?

NOBLEMAN GORDON: And you can't just take money from us any time you feel like it. We know you need money—that is, taxes—from us, but we want you to get our okay before you just take it. Understand?

KING JOHN: Oh, yeah?

NOBLEMAN THOMAS: Now then, there is one other special thing that makes us mad. It takes a lot of nerve to do what you are doing. We want it stopped. Now.

KING JOHN: Oh, yeah? So what do you want stopped?

NOBLEMAN THOMAS: Well, it's what you do when you think we did something wrong. Sure, you give us a trial, but it's you or one of your friends who decides if we are guilty or not.

KING JOHN: Well, what's wrong with that? I ask you—what's wrong with that?

NOBLEMAN PAUL: What's wrong with that? Are you out of your mind? Listen! This is what we want you to do. Next time–from now on–if you think one of us is doing something wrong, we want you to let a group of people–we'll call it a jury–listen to our side. Of course they can hear your side, too. Then let this group of people, this jury, decide if we are guilty or not. And we don't want this jury to be a bunch of your friends, either. Understand? We want the jury to be people like us.

KING JOHN: Hmph! I've never been so insulted in my life!

NOBLEMAN RICHARD: In other words, don't just take away someone's land or money or just throw him in jail. Give him a fair trial. Get it?

NOBLEMAN WILLIAM: Oh, yes! And don't lock one of us up for twenty years before the trial, either.

KING JOHN: And what if I refuse to sign this horrible piece of paper that says all the things that you have been saying? What then?

NOBLEMAN KENNETH: If you refuse to sign it, we won't send you any more soldiers. What's more, we won't give you another penny to build that fancy castle of yours.

KING JOHN: This is an insult!

NOBLEMAN JOSEPH: Call it what you like. Sign it, or else!

KING JOHN: You–. You–. Did you say no money? No soldiers? Oh, I've never been so insulted! Oh, very well, I will sign it!

NARRATOR: And sign it he did. Now all of this took place many, many years ago–in 1215. The group of men who forced King John to sign the "Great Charter" were not common people. They were, in fact, nobles. They wanted these rights for themselves. They were not thinking about the common people. But the point is this: later the common people of England demanded and received all of these same rights. And it all began with Old King John.

Much later the English colonists came to the New World. They brought ideas in the "Great Charter" with them to the New World. Just what were these ideas? If we look back at our play, we will find these rights:

1. *There should be a reason why a person is arrested. And he should know the reason.*
2. *A person should have a say in how he is taxed.*
3. *A person should have the right to a speedy trial.*
4. *A person should have the right to a trial by jury.*

These ideas were brought to the New World by the English colonists. In the colonies, though, many people did not have these rights. Indians, slaves, and certain colonists did not have them. But the start of these rights was here. Later more and more people believed they were good, and later more and more people got them. In England, you remember, at first only the nobles had them. Later they spread to the common people. The same thing happened in the New World.

ACTIVITY 1

WHO AM I?

Read the two sentences. Copy the *one* sentence that might be said in a country that has rights.

1. a. "You are under arrest! Never mind *why!*"
   b. "You are under arrest. You are charged with stealing this car."
2. a. "Just pay your taxes and keep your mouth shut."
   b. "Pay your taxes, but write your congressman. Let him know what you think."
3. a. "Your trial comes up soon."
   b. "Your trial comes up in 1980. Sit in jail until then."
4. a. "Throw him in jail. He wants a group of people to judge him."
   b. "You know you have the right to have a jury judge you."

ACTIVITY 2

RIGHTS

Copy these four "rights."

Write each quotation after the right that it explains.

1. Right to know reason for arrest
2. Right to say how you are taxed
3. Right to a trial by jury
4. Right to a speedy trial

a. "A jury will decide if I am guilty."
b. "My trial comes up next week."
c. "He told me why I was arrested."
d. "I wrote to my representative. I told him what I thought of the new tax."

Enrichment 2: SCHOOLS IN THE COLONIES

"DAME SCHOOLS"

Do you think that you would have liked going to a colonial school? Read this and decide for yourself.

The first schools in the colonies were called "Dame Schools." They were not regular schools. A housewife took children into her own home and taught them how to read and write. While the children learned, she was often busy weaving or knitting or feeding her baby. If a student did well, he might get a cookie she had baked. If he fooled around, the teacher might give him a hard smack instead.

ONE-ROOM SCHOOLS

Neighborhood schools were built later. They were one-room schools made from logs. Inside, things were pretty gloomy. Benches were made of logs that had been split in half. These benches had no backs. There were no chalkboards, no maps, no books, no paper, no pictures. A pen was a goose feather. Ink was berry juice or chimney soot. Paper was expensive, so a student would use bark from a tree instead of paper.

BEHAVE YOURSELF!

The student had to behave himself. If he did not, the teacher could whip him. The teacher could also put a "dunce cap" on him. The teacher was strict. He reminded the student how lucky he was to be able to go to school at all. Students only went to school a few months out of the year. Most of the time, they were needed to do the work around the house and the farm. Girls usually could not go to schools. If a girl did go to school, she did not go past the first few years. The children of slaves could not attend schools.

A HORNBOOK

Early colonists wanted their children to learn to read so that they could read the Bible. Often a student learned to read from a "hornbook." This was a piece of wood shaped something like a paddle. The alphabet was on one side of the hornbook, the Lord's Prayer was on the other side. The skin from a cow's horn covered the printing. That is why the book was called a hornbook.

PUBLIC SCHOOLS

New England colonists were always interested in education. They wanted their children to be able to read the Bible. In 1642, Massachusetts made parents pay fines if they did not teach their children how to read. The colonists of New England started the first public schools in 1647. The Massachusetts Bay Colony passed an important law. This law said that any town with fifty or more families had to have a school. This was the first law in history that said a town had to have a school. People thought this was a good idea, and more and more schools were built in other colonies.

SOUTHERN SCHOOLS

The Southern colonies had very few schools. This was because colonists in the South lived so far apart. Some Southern children were taught by tutors. Sometimes, they had *old field schools.* These schools were set up in fields that were no longer used. A teacher traveled around, teaching a few months at each field school.

Slaves were not allowed to go to school. Most Southern colonies had laws that made slaveowners pay fines if they taught their slaves how to read and write.

Early colonial schools also taught religion. Later, Americans believed that it was better to have children learn their religion at home and at church.

ACTIVITY 1

CHECKING THE FACTS

Number from 1 to 9 on a sheet of paper. Write the answer that should be in the blank for each number. Refer back to "Schools in the Colonies."

I am a colonial student. My older brother was taught by a housewife at a ___1___ school. I am lucky. I go to a neighborhood school. My school has only ___2___ room. It is made from ___3___. Today I tried to do some writing with my ___4___. I spilled ___5___ all over my hornbook. My teacher bawled me out for this. I was afraid he would put a ___6___ cap on my head. My father wants me to learn to read so that I can read the ___7___. My ___8___ has the alphabet on one side to help me. I already know the ___9___ on the other side. I am lucky to go to school. I wonder what school will be like in the twentieth century.

ACTIVITY 2

WRITING A PARAGRAPH

Imagine that you lived in an early colony. How would you feel about school? What would you like or not like? Write your answers in a short paragraph.

Enrichment 3: HOW COLONISTS EARNED A LIVING

HARD WORK IN THE COLONIES

Most colonists were farmers. Farming was hard work. Thick forests covered much of the land. Farmers had to clear away the trees before they could farm the land. They had no farm machinery. They had to clear, plant, and harvest by hand.

Colonists had other ways of earning a living, too. There were always plenty of jobs, but the work was usually very hard. For example, they might earn a living as shipbuilders, carpenters, shoemakers, or merchants. There were no schools where people could learn these jobs. Often, a young boy learned by being an apprentice. An apprentice worked for someone else. He learned while he worked. After four to seven years as an apprentice, he could be on his own.

EARNING A LIVING AT SEA

Colonists found it hard to farm in New England. This was partly because the land was rocky and hilly. Because of this, some colonists turned to the sea to earn a living. Some men earned their living by catching fish. Fishing became a very important way of earning a living in New England.

Other men in New England went to sea to hunt whales. This was a dangerous job. After a whale was found, the men had to use small boats to get close to it. Then, they had to throw harpoons into the whale. The harpoons looked something like a spear with a rope on the end. Many times, the whale put up a great fight to get away. Sometimes the whale was successful, and the small boats were smashed to pieces during the fight. When this happened, men sometimes were badly hurt or even killed.

After catching a whale, the men would put it on the large boat. There, they would cut the whale up into pieces. While still at sea, they would boil the whale fat. Whale fat also is called blubber. By boiling whale fat, they got the whale oil. This oil was used in lamps to light homes. It also was used to make soap.

OTHER JOBS IN THE COLONIES

Some men earned their living by making barrels. These men were called coopers. The colonists used barrels to store things and to ship goods. It took a lot of skill to fit the wooden strips together. Then the cooper had to fasten the wooden strips together with strong hoops of wood.

There were many other ways the colonists earned their living. For example, a blacksmith made horseshoes and tools. The cabinet maker made furniture. A tinsmith made things for the homes like cups and pans. The miller would crush corn into fine meal or wheat into flour. Merchants sold the colonists things that they needed and wanted. Lumbermen cut down trees for the wood that was needed by shipbuilders, carpenters, and cabinet makers. A wigmaker made wigs that were worn by people in the colonies.

HARD WORK WINS RESPECT

Colonists were willing to work hard. If someone had the ability and worked hard, he could be important in a colony. The colonists remembered that it was different in Europe. There, people did not look up to a person if he worked hard. In Europe, they admired one who came from a rich family.

ACTIVITY 1

Imagine a colonist talking about his job. What would he say?

Complete each statement below by choosing the right answer. The answers are just below each paragraph.

A FARMER SPEAKS . . . I need a good man to help me plant some ____1____. He will have to help me with the ____2____ later. He's going to work from sun-up to ____3____. Farming is ____4____ work.

a. sun-down
b. seeds
c. harvest
d. hard

A WHALER TALKS . . . The man I need has to have a strong arm. He will help me hunt big ____5____. He will need a good arm as he lets fly my ____6____. While we are still at sea, he will help me cut up the whale. He will then boil the whale fat. This fat is called ____7____. Later I will sell the whale oil we get. You know people need it to ____8____ their homes. They also use it to make ____9____.

a. light up
b. whales
c. blubber
d. harpoon
e. soap

A COOPER HAS HIS SAY . . . I want a man who is careful in his work. You see, I make barrels. You know everyone uses barrels in which to ____10____ things around here. How else are they going to ship fish or molasses? These strips of ____11____ have to be planed just right. Then you have to put these ____12____ tightly around the barrel. If you do not do it right, watch out! I'm proud to be a barrel-maker or as we call it, a ____13____.

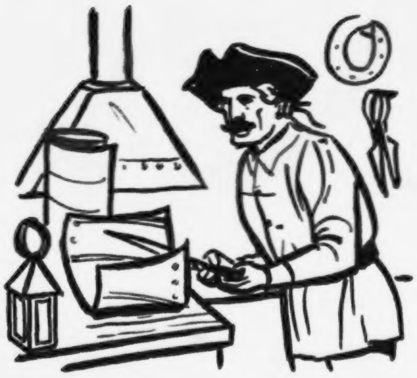
a. wood
b. store
c. cooper
d. hoops

ACTIVITY 2

Here are some pictures of colonists at work. The way someone earns a living is called his occupation. Match the pictures with the list of occupations. On a sheet of paper list the following occupations and next to each show the letter for the picture below which matches it.

1. a blacksmith
2. a shipbuilder
3. a cabinet maker
4. a tinsmith
5. a miller
6. a shoemaker
7. a dyer (changed color of cloth)
8. a farmer

A



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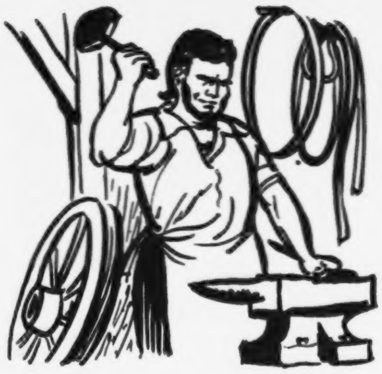

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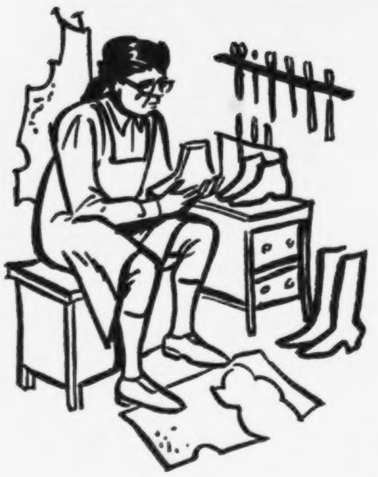

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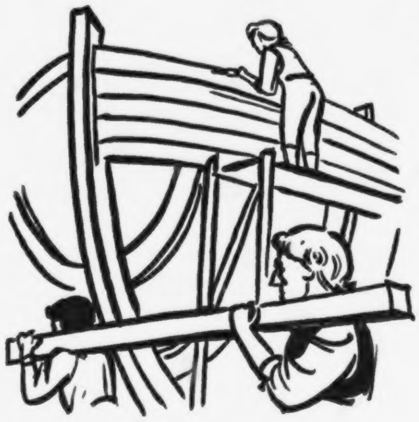

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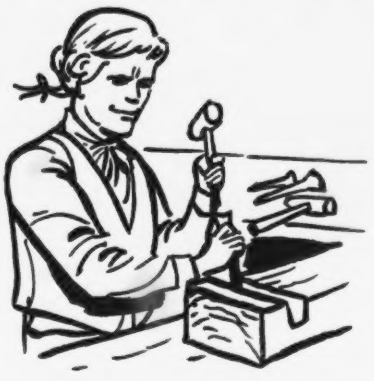

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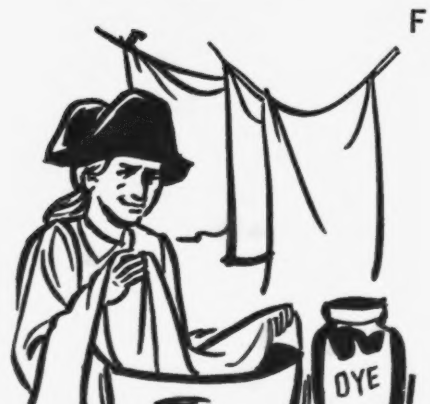

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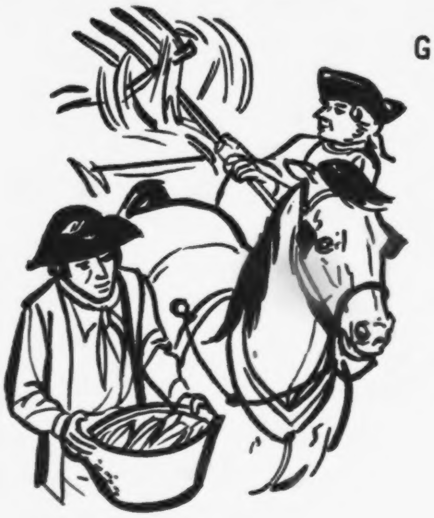

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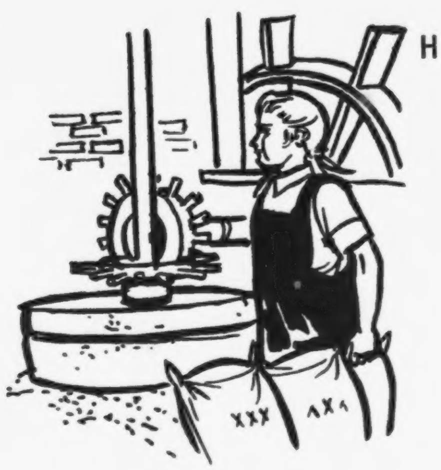
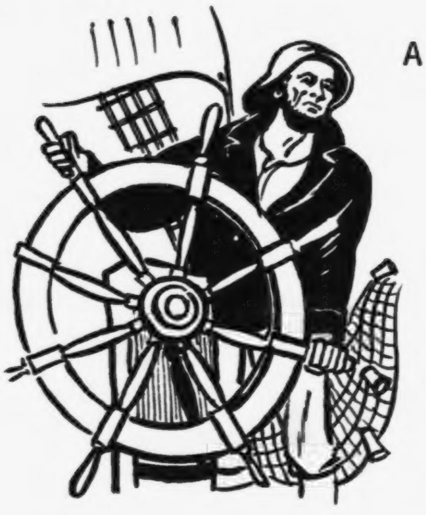


ACTIVITY 3

Match the pictures with the occupations as you did in Activity 2.

1. a cooper
2. a fisherman
3. a sailor
4. a merchant
5. a whaler
6. a lumberman
7. a wigmaker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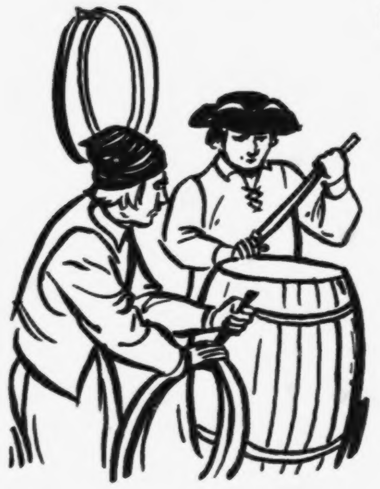
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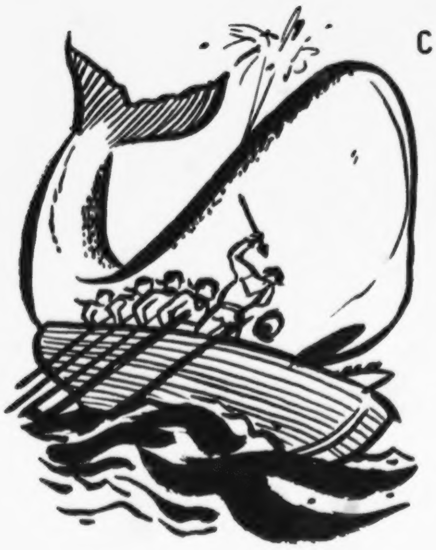
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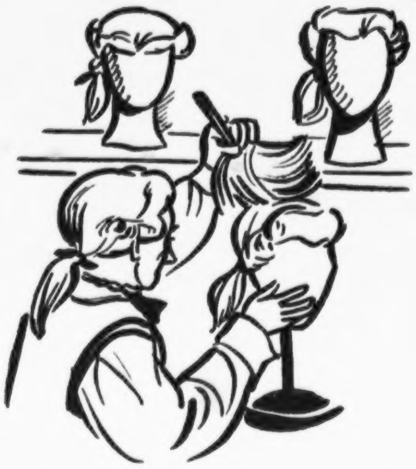
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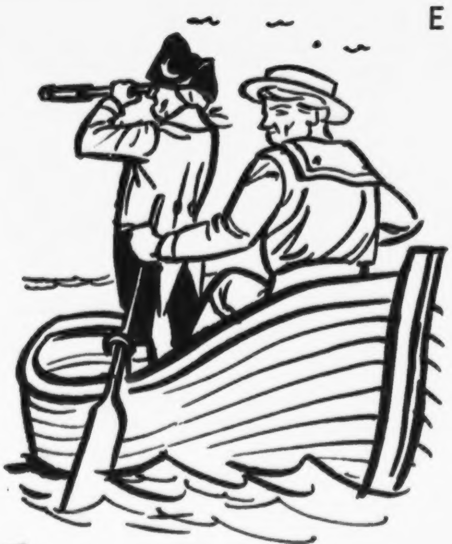
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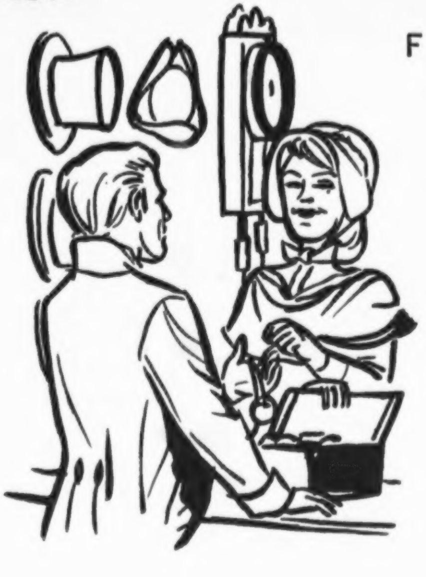
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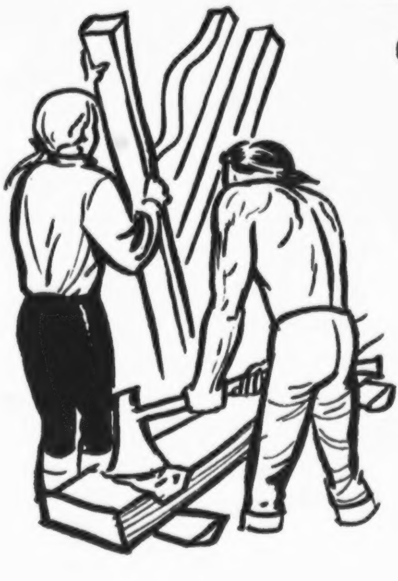
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Enrichment 4: AUTOMATION TAKES OVER

HELP WANTED

Let's go back to the year 1750. You are in Virginia, and you need a job. A friend tells you about the Johnson farm. He says that they need men to work on the farm. The next morning, you go to the Johnson farm. Other men are there too, looking for jobs.

GETTING A JOB ON THE JOHNSON FARM

A man walks out of his farmhouse. He is the owner and boss. "Are you men looking for work?" he asks.

"Yes, yes," you and the other men shout. Some of the men ask questions.

"What kind of jobs do you have?" one man asks.

"All kinds of jobs," says the boss.

"Do you need a school education?" asks another man.

"No," says the boss. "The most important thing is that you want to work."

Then you say, "I never worked on a farm before, but look at my muscles. I'm as strong as a horse. I don't mind doing hard work, either."

"Don't worry," the boss says to you. "You are hired. We will teach you what to do." Then the boss turns to the other men and says, "Okay, men, if you want to work, follow me. There's plenty of work for everyone."

This is how easy it was to get a job in 1750. Remember, this was more than two hundred years ago.

THE SEARCH FOR WORK TODAY

Now, let's go forward to the present. Getting a job is much different. Suppose that you need a job, and a friend tells you about a company that needs workers. Off you go to get the job.

You walk into the office, and a clerk hands you an application to fill out. Now you see that a person must be able to read and write just to fill out the application. As you fill out your application, you hear the clerk talking to another man looking for a job. You do not even see the owner or boss.

NO JOBS FOR SOME PEOPLE

The man says, "I was not able to fill out the application because I cannot read it."

"Did you finish school?" asks the clerk.

"No, I didn't," says the man. "I'm a dropout. I didn't think school was important."

"Do you have any special work skills?" asks the clerk.

"No, I don't," says the man. "But look at my muscles. I'm as strong as a horse, and I don't mind working hard."

"We do need some men," says the clerk. "But I'm sorry; I can't hire you."

AUTOMATION TAKES OVER

"Why can't you hire me?" asks the man.

"Have you heard about automation?" asks the clerk.

"Yes," says the man. "But I really don't understand it."

"Let me try to explain it to you," says the clerk. "Man has learned to build machines to do most of his work. Today, we have machines to do most of the hard jobs that men had to do before. These machines can do more work much faster than any man. We even have machines that run other machines."

"You mean some machines can make other machines work?" asks the man.

"Yes," says the clerk. "All of these new machines have put a lot of men out of work. Now we only need men that know how to run the machines. People without an education and work skills are having a hard time finding jobs. It's not going to get any easier. You would be smart to go back to school. If you had a high school education, we could hire you and train you."

EDUCATION IS IMPORTANT TODAY

As you finish your application, you feel good inside. The reason for this good feeling is that you did finish school. Now you can see the advantage you have over some people who did not finish school. The clerk said that they would train high school graduates. This means that you have a good chance of getting the job.

ACTIVITY 1

QUESTIONS TO THINK ABOUT AND DISCUSS

1. Why were jobs easy to get in the colonies?
2. What were the main requirements for most of the jobs in the 1700's?
3. What changes did machines make for workers?
4. What problems have machines made for workers?
5. Why is education important for workers today?
6. What are some other problems that workers have today?

WOMAN SUFFRAGE

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why do we have self-government today?
2. What is a "fair trial"?
3. What is "religious freedom"? Why is this freedom important today?
4. How have jobs changed since colonial times?

PETE AND BOB: AUTOMATION

Any colonist who was willing to work could find a job. Some people looking for work today can not find jobs. One reason is that machines are now used that do the work of many men. Many people are out of work today because of new machines. Should machines be used that will put many men out of work?

Pete says: "We should pass a law. It should say that no more machines can be made or sold that will put men out of work. I don't think it's fair to replace a man with a machine."

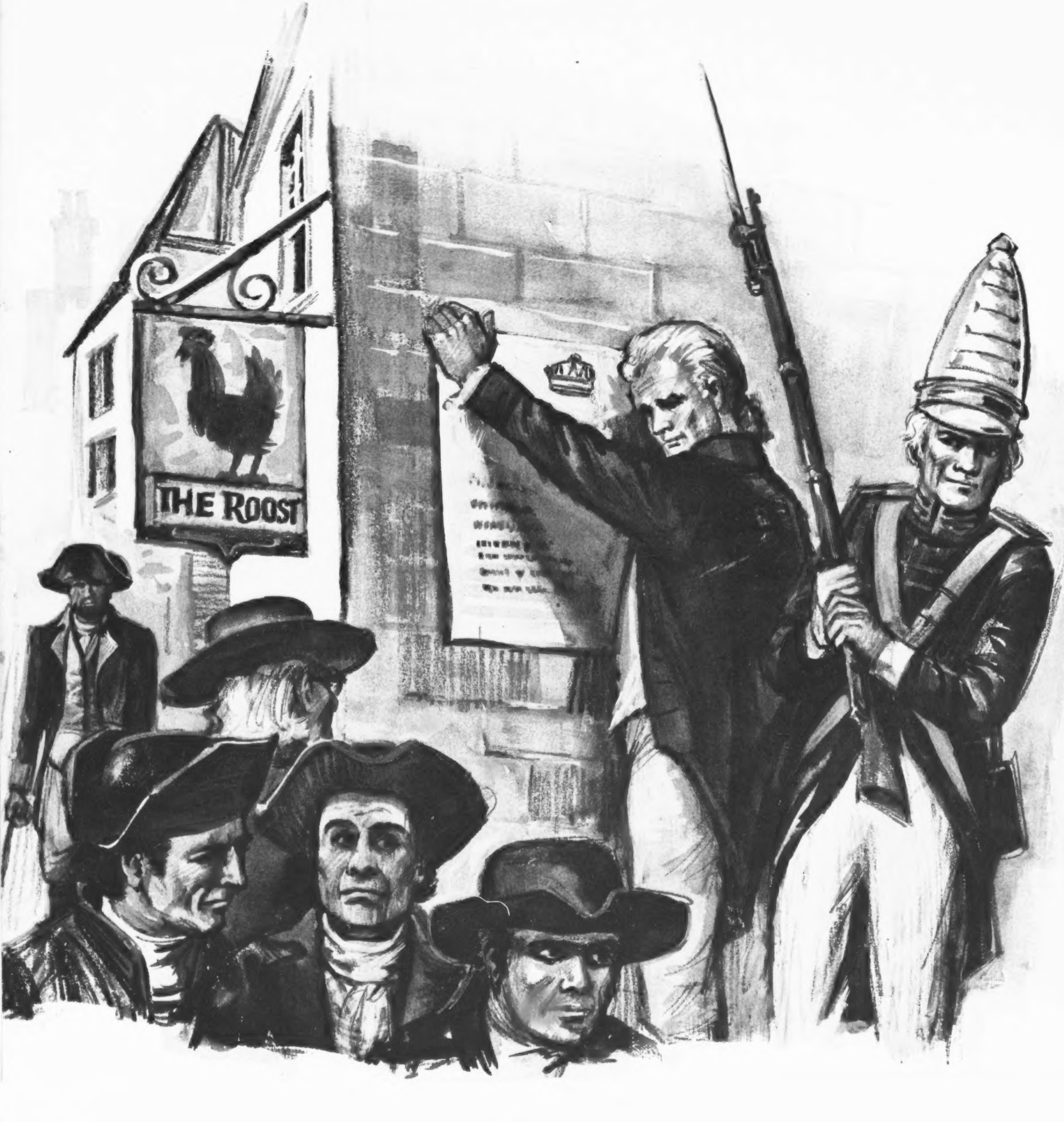
Bob says: "If a machine can do a job faster and better than a man, we should make and sell it. I call that progress."

What do you think? Do you agree with Pete or Bob? Why?

CHAPTER 3

TROUBLE GROWS

Between England and the Colonies



SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. frontier
2. massacre
3. Parliament
4. representatives
5. boycott
6. merchants

Most of us do not like to have someone push us around. Sometimes, we do something about it.

In the last chapter, you learned about the heritage that the colonists brought from England. This heritage gave the colonists many rights.

In this chapter, you will learn that the colonists felt their rights were being taken away. They felt as though they were being "pushed" around. This feeling led to trouble in the colonies.

WHY DID ENGLAND AND FRANCE FIGHT?

You have read how England sent colonists to the New World. France also sent people here. In time, England and France had a war over land in the New World. This war was called the French and Indian War because most of the Indians helped the French soldiers in the war. England won the war.

WHAT CAUSED PROBLEMS FOR THE COLONISTS?

After the French and Indian War, England set up new rules for the colonies. The colonists were not allowed to move farther west. Many British soldiers stayed in the colonies. England also told the colonists what they could make and what they could trade. The colonists had to pay new taxes. These rules and other things that the English did caused problems between the thirteen colonies and England.

WHAT THINGS ANGERED THE COLONISTS?

The land west of the colonies was not settled. Some of the colonists wanted to settle there. This unsettled land next to the colonies was called the frontier. England did not want the colonists to settle on the frontier. England had promised that land to the Indians to keep them from bothering the colonists.

The colonists did not want the British soldiers to stay in the colonies. The colonists had to give the soldiers food and housing. Feelings against the soldiers led to trouble. In 1770 five colonists were killed and six were wounded in Boston in a fight with British soldiers. Later this was called the Boston Massacre.

One thing bothered the colonists a great deal. The colonists did not have any men in England to help make the laws for the colonies. Instead, the laws were made by a group of Englishmen in England. This group was called Parliament. When Parliament passed laws to tax the colonies, the colonists did not approve. The colonists did not think it was fair to be taxed without having a chance to ask why. The colonists wanted their own representatives in Parliament. To show how much they hated the taxes, many colonists would not buy anything that came from England. This action is called a boycott. The boycott hurt merchants in England who sold goods to the colonies. Because of the boycott, Parliament took away some of the taxes.

WHAT HAPPENED AT THE BOSTON TEA PARTY?

The colonists still had to pay a tax on tea. They hated that tax. In 1773 some colonists climbed aboard ships in Boston harbor. They found tea on the ships, and threw it into the water. They wanted to show England how much they hated the way Parliament taxed them. Later this was called the "Boston Tea Party." When the men in Boston threw the tea overboard, they had more trouble with Parliament.

HOW WAS BOSTON PUNISHED?

To punish the people of Boston, some strict laws were passed. One of these laws closed the port of Boston. When this happened, other colonies wanted to help the people.

Groups were formed so that the thirteen colonies could keep in touch with each other. These groups let the colonists know what was happening in other colonies. Some colonists began to train to be soldiers. They were called the *Minutemen.* Some colonists felt they might have to fight to protect their rights. Before this time the colonies did not always work together. Now do you see how problems and trouble in the colonies made them work together?

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word on your paper. Match the word with the meaning it has in this story. Then write the meaning next to the word.

1. frontier	men who made the laws for England and her colonies
2. massacre	unsettled land
3. Parliament	a person who sells something
4. representative	a plan not to buy something for a certain reason
5. boycott	a person who speaks or acts for another person
6. merchant	to kill a group of people

ACTIVITY 2

WHO AM I?

Who might have said each of these things in early colonial times? You should know the answer from your reading. Copy the complete sentence and write the correct answer after it.

1. "We won the French and Indian War."
   (a) the French
   (b) the English
   (c) the Indians
2. "After the French and Indian War, we told the colonies what to do and what not to do."
   (a) England
   (b) France
   (c) Spain
3. "My brother was killed in the Boston Massacre."
   (a) an English soldier
   (b) a French soldier
   (c) a colonist

4. “I threw tea into Boston harbor.”
   - (a) a British soldier
   - (b) a colonist
   - (c) a merchant from England
5. “I trained for war.”
   - (a) an indentured servant
   - (b) a Minuteman
   - (c) a slave

ACTIVITY 3

CHECKING THE FACTS

Copy the first part of the sentence. Then complete the sentence by adding the correct answer.

1. The war between France and England in the New World was called
   - the Revolutionary War.
   - the French and Indian War.
2. The fighting between the colonists and British soldiers in 1770 caused
   - the Boston Massacre.
   - the French and Indian War.
3. The laws for the colonies were made by
   - colonists.
   - Parliament.
4. When the colonists stopped buying English goods, it was called a
   - boycott.
   - massacre.
5. Bitter feelings over the tax on tea led to
   - the New York Strike.
   - the Boston Tea Party.

Enrichment 1: KITTY, BOB, AND THE FRENCH AND INDIAN WAR

KITTY LeBLANC MOVES TO THE UNITED STATES

Bob looked up from his desk. A nice-looking girl was checking into his eighth-grade history class. He overheard her talking to Mrs. Smith, the teacher. The girl's name was Kitty LeBlanc. She was from Canada. Her grandparents had come from France.

TRYING TO BE THE BEST

Bob liked to answer questions in his history class. In the next few days, he noticed that Kitty liked to answer questions, too. Every time Mrs. Smith asked a question, both of their hands shot up. This made Bob dislike Kitty. He noticed that Kitty disliked him, too. Soon Bob and Kitty were rivals. That is, each tried to do better than the other. Bob and Kitty disliked each other more as time went on.

One day Mrs. Smith asked a question about the French and Indian War. Bob's hand went up first, but his answer was wrong. Then Kitty gave the right answer. She looked at Bob sideways. Kitty had a smile on her face. Then she looked the other way. This made Bob burning mad.

BOB MEETS KITTY

After class Kitty said to Bob, "I see now that you don't know half as much as I do about the French and Indian War."

Bob said, "Oh, yeah? What makes you think you are so smart?"

Kitty said, "I'm French, in case you didn't know it."

Bob looked at Kitty and said, "Big deal. I'm an American, in case you didn't know it. I feel I'm just as smart as you are."

CAUSES OF THE FRENCH AND INDIAN WAR

Kitty said, "If you are so smart, tell me why the French and Indian War was fought."

Bob said, "Because both England and France wanted to rule North America. By 1750 there were a lot more English colonists here than French colonists. Many colonists wanted to move to the western frontier. The French said the land belonged to France. The English colonists said the land belonged to England. Fighting broke out on the frontier. The fighting led to war."

THE INDIANS AND COLONISTS HELP

Kitty was surprised that Bob answered so well.

Kitty said, "Well, Smarty, how did the Indians get into the war?"

Bob said, "Most of the Indians disliked the English. The French got most of these Indians to help them fight. Only the Iroquois helped the English."

Kitty said in a proud voice, "I suppose you know who won most of the early battles?"

Bob said, "Okay, so the French were lucky."

Kitty said, "Lucky, nothing. They were smart fighters. The English soldiers were just dumb. Washington tried to tell the English not to fight in their bright red uniforms. They didn't listen. This made the English easy targets for the French."

"The English learned from their mistakes," said Bob. "They won back all they had lost. Later the English won most of the battles. Am I right?"

"Yes, you are," said Kitty.

Bob smiled and waited for the next question.

THE END OF THE FRENCH AND INDIAN WAR

Kitty asked, "What important battle was fought in 1759?"

"It was the battle at Quebec," said Bob. "The English won the battle. The next year the French gave up, and the war ended. The English won the war. After that the English ruled all the land from the Atlantic Ocean to the Mississippi River."

Kitty was surprised at how much Bob knew about the French and Indian War.

"I have changed my mind about you," Kitty said with a friendly smile. "You are much smarter than I thought."

"You know, I have changed my mind about you, too," said Bob. "At first, I thought you were stuck-up. Now I don't. I would like to be a better friend, if that's okay with you, Kitty."

"Sounds great, Bob," said Kitty. "Now I can see how silly we have been acting."

"I agree," said Bob. "I think we have been acting more like kids in elementary school."

ACTIVITY 1

CHECKING THE FACTS

Copy the first part of each sentence and then write the correct answer to complete it.

1. The English colonists said that the land on the western frontier belonged to______ a. England b. France
2. The French got most of the Indians that did not like the English to help them______ a. steal b. fight
3. The English beat the French in a battle in 1759 at______ a. New York b. Quebec
4. During the French and Indian War, the Iroquois Indians fought on the side of the______ a. French b. English

ACTIVITY 2

BEST SELLERS

Copy the first part of each sentence. Then complete the sentence by adding the correct answer. The answers are among the book titles below.

1. Because England and France each wanted to rule North America, they fought the__________.
2. During the French and Indian War, the colonists fought on the side of__________.
3. After the French and Indian War, the English ruled all the land from the Atlantic Ocean to the__________.

Mississippi River England France Rocky Mountains
French and Indian War Revolutionary War

Enrichment 2: TROUBLE IN BOSTON

ENGLISH SOLDIERS IN BOSTON

Great Britain sent soldiers to the colonies. They were sent to make the colonists obey the laws and to keep order. The colonists hated the laws. They hated the soldiers in their bright red uniforms, too.

There was a patriotic group called the Sons of Liberty in the colonies. This group caused the English trouble. In Boston the Sons of Liberty had such members as Paul Revere, the young silversmith, and Crispus Attucks, the Negro patriot. In every colony the Sons of Liberty burned tax stamps in protest. They beat up tax collectors and made them quit their jobs. Parliament wanted to stop this trouble in the colonies. The British soldiers had orders to arrest anyone who worked against the government.

TROUBLE WITH THE ENGLISH SOLDIERS

It was a cold March day in 1770 in Boston. Paul Revere was hammering on a silver bowl in his silver shop. He was surprised to hear the city fire bell ring. Revere rushed out into the street. There he heard an angry crowd of colonists shouting. Knowing the noise meant trouble, Revere ran toward the State House where he saw the angry crowd. Paul Revere was out of breath when he reached the crowd. He asked a colonist, "What happened?"

"Trouble with the Redcoats," the colonist said. "We heard some boys calling for help. We rushed to see what was wrong. These soldiers were after our boys. I told one soldier if he hurt the boys he would have to fight me."

"What did the boys do?" asked Paul Revere.

"The Redcoats said they hit them with snowballs," said the colonist.

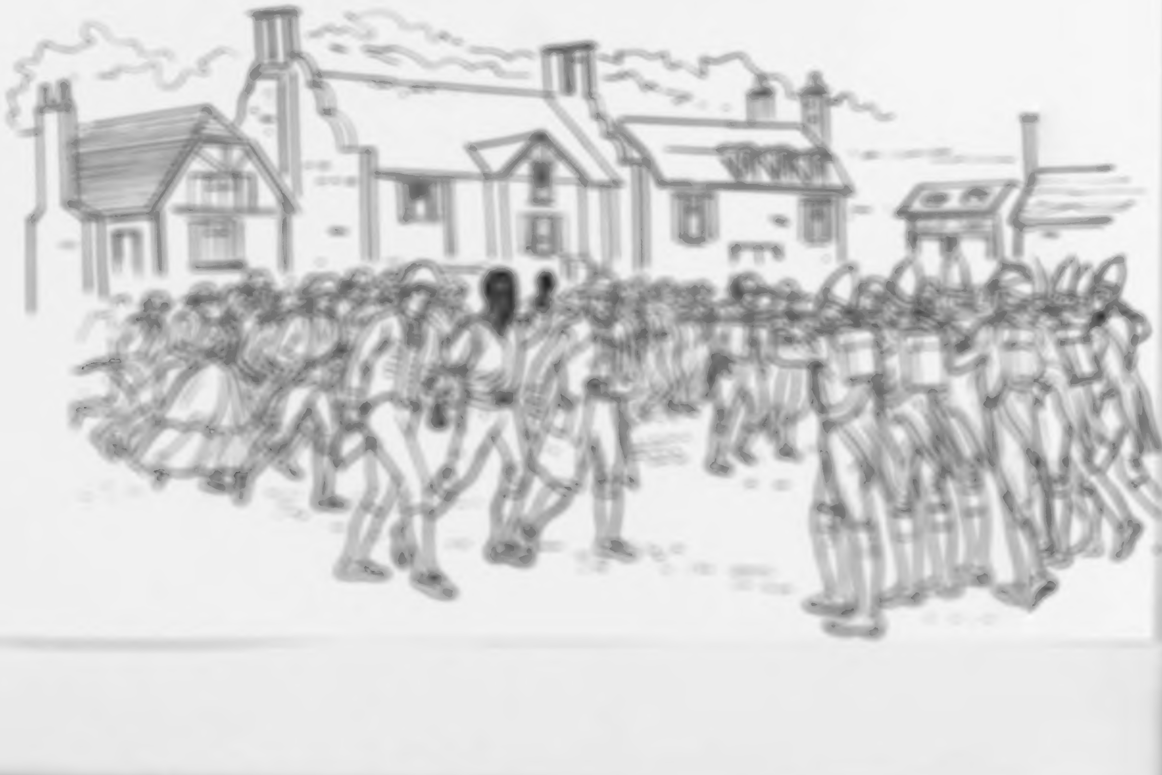
The angry crowd of colonists shouted insults at the soldiers. Paul saw some of his good friends in the crowd. One of them was Crispus Attucks. More insults were shouted from the crowd. The soldiers told the crowd to break up and go home.

THE MASSACRE

The angry crowd moved closer to the soldiers, shouting more insults. The soldiers warned the crowd, "Stand back or we will shoot." The angry crowd moved closer. One of the soldiers said "Fire!" The soldiers fired into the crowd. Eleven colonists fell to the ground bleeding. Their blood began to stain the snow. Five died. Later this was called the Boston Massacre.

Paul Revere saw his friend Crispus Attucks dead on the ground, the first of many Negroes who were to fight and to die in the struggle for American independence. Revere was shocked. Hatred for the soldiers burned in Paul Revere's heart. He wanted to fight the English soldiers.

Many more soldiers were now running to the scene. As there was very little Revere could do, he ran back to his silver shop. Revere made pictures of the bloody scene he had seen. Paul Revere's pictures of the Boston Massacre were sold in all the colonies. The massacre made the colonists hate the soldiers even more than before.



The Boston Massacre

ACTIVITY 1

CHECKING THE FACTS

Copy the first part of each sentence and then write the correct answer to complete it.

1. Great Britain sent soldiers to the colonies
   (a) to fight the merchants.
   (b) to make the colonists obey the laws and keep order.
   (c) because they had too many in England.
2. Paul Revere and Crispus Attucks were
   (a) English soldiers.
   (b) put in jail by the English.
   (c) members of the Sons of Liberty.
3. The boys who hit the English soldiers with snowballs
   (a) caused the French and Indian War.
   (b) caused the Boston Massacre.
   (c) caused taxes to go up.
4. After the Boston Massacre
   (a) the colonists hated the soldiers more.
   (b) the colonists could get tea from England.
   (c) the colonists killed five English soldiers.

ACTIVITY 2

Copy the first part of each sentence and then choose the correct answer to complete it.

1. The English soldiers in the colonies were supposed to ______.
   a. train colonists to be soldiers   b. keep law and order
2. The English soldiers wore bright red ______.
   a. uniforms   b. shoes
3. One of the men killed in the Boston Massacre was ______.
   a. Paul Revere   b. Crispus Attucks
4. The Boston Massacre made the colonists hate the English ____.
   a. soldiers   b. merchants

ACTIVITY 3

WRITING A PARAGRAPH

Pretend that you are a newspaper reporter. Write a short paragraph for your paper about the Boston Massacre.

Enrichment 3: THE BOSTON TEA PARTY

A GREAT PARTY

There was music at the party. There was a lot of action. After the party was over, everyone went home. Everyone who was there thought the party was great.

This might sound like a party today. But this party took place in Boston in 1773. The "music" was made by the shouting of the colonists and the smashing of boxes. The "action" was finding the tea on the ships and throwing it into the harbor.

TAX ON TEA

"Why did the colonists have a party like that?" you might ask.

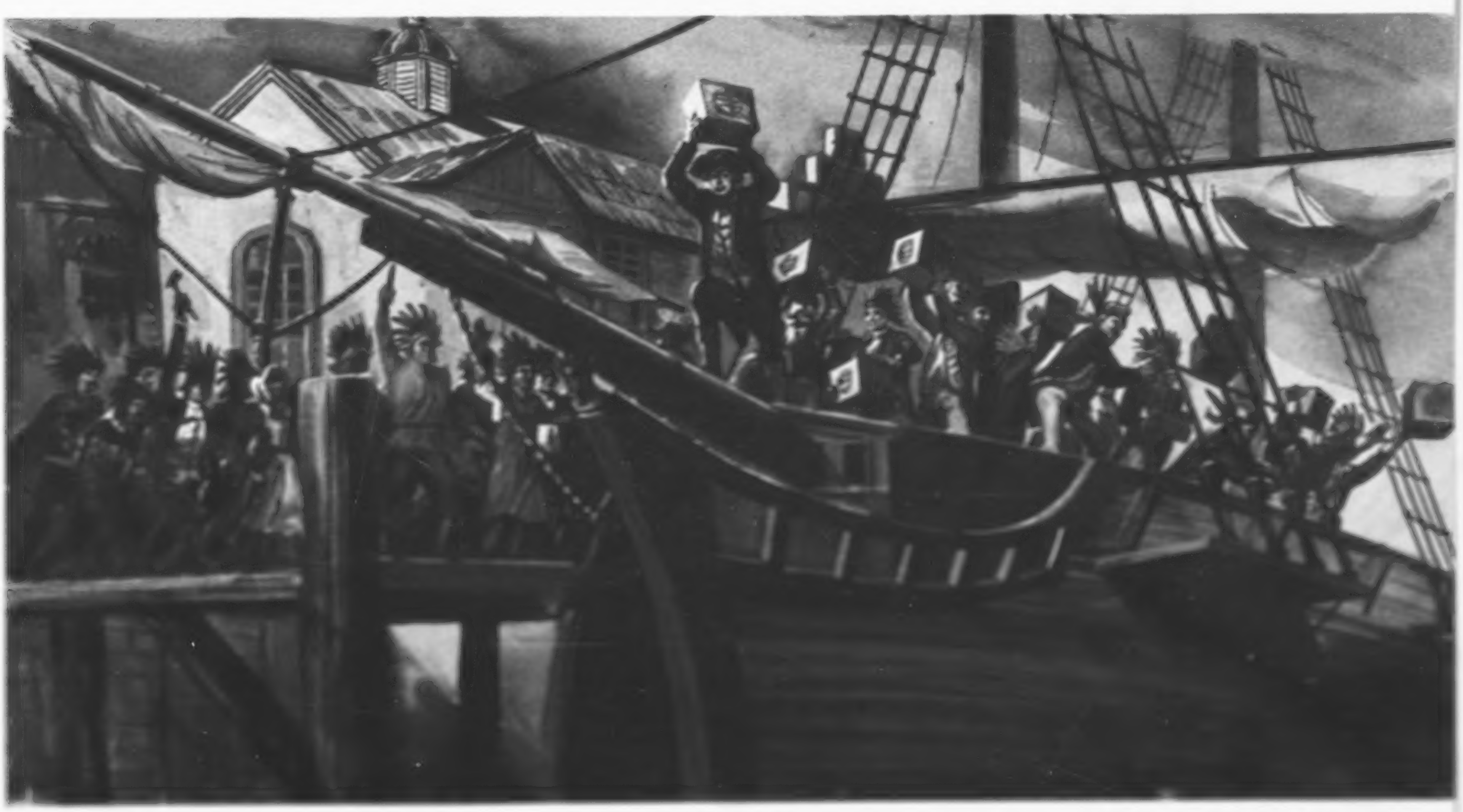
That party began because of a tax on tea that the colonists had to pay. One English company was allowed to sell tea in the colonies without paying taxes. This made the colonists angry. The colonists thought it was unfair. Colonial merchants still had to pay taxes on tea. If the new plan worked, they would be put out of business. For this reason, colonists felt the tea should not be sold in the colonies.

Ships carrying tea arrived from England. The colonists would not unload it. The ship captains were told to take the tea back to England. The ships loaded with tea stayed in Boston harbor. Then a group of colonists had an idea.

TEA IN BOSTON HARBOR

One night, this group dressed up like Indians. They marched to the Boston harbor. As they marched, the men shouted, "We are going to have a tea party tonight." The colonists reached the harbor. The ships were still loaded with tea.

"Climb aboard the ships and find the tea," one of the colonists shouted. "Break open the



The Boston Tea Party

boxes with your axes. Then throw the tea into the water."

The men found the tea. For about three hours, they threw tea into the water. Later this was called the Boston Tea Party.

NEW LAWS FOR BOSTON

The colonists in Boston thought the tea party was funny. When the news of the Boston Tea Party reached England, Parliament didn't think it was so funny. Thousand of dollars worth of tea was gone. This made the men in Parliament very angry. They felt the colonists should be taught a lesson. Parliament passed laws in 1774 to punish the colonists of Boston. These laws made the colonists suffer. One law closed the port of Boston to trade. Another law did not permit town meetings without the governor's permission. And a third law said that the colony had to provide housing for English soldiers. The new laws made the colonists in all colonies fighting mad.

The colonists had the Boston Tea Party for a reason. They wanted England to know how they felt. They did not think England was fair in the way she taxed the colonies.

Enrichment 4: A HARBOR FULL OF TEA

Cast:
- Narrator
- Colonist John
- Colonist Bill
- Colonist Ray
- Colonist Ed
- Colonist Al
- Colonist Tom
- Colonist Joe

NARRATOR: The year is 1773. The place is a Boston tavern. Listen to a group of colonists talking. Remember that the colonists did not like the way England taxed them.

COLONIST JOHN: Did you hear the news?

COLONIST BILL: No, what news?

COLONIST JOHN: The British East India Trading Company can ship tea to the colonies without paying taxes, but the colonial merchants still must pay taxes on tea.

COLONIST BILL: What a dirty deal!

COLONIST RAY: This is not fair. Now the colonial tea merchants will have to go out of business. This wouldn't happen if we had representatives in Parliament.

COLONIST BILL: The East India Company's tea should not be sold in the colonies.

COLONIST RAY: I agree.

COLONIST JOHN: I saw some East India Company ships in the harbor today.

COLONIST ED: Anyone thirsty?

COLONIST AL: I am.

COLONIST ED: Okay. I have a plan.

COLONIST AL: What kind of plan?

COLONIST ED: Let's have a tea party tonight.

COLONIST TOM: Great idea.

COLONIST JOE: Everyone dress up like Indians so no one will know us.

COLONIST ED: Everyone meet at my house at eight o'clock. Be dressed and ready to go.

NARRATOR: At eight o'clock, everyone was dressed and ready to go.

COLONIST TOM: Let's go, you sad-looking Indians. I can't wait to get to the harbor.

NARRATOR: The colonists marched to the Boston Harbor.

COLONIST JOHN: Look! There are the ships!

COLONIST ED: Okay. Split up, as we planned. Let's have a tea party.

COLONIST TOM: Climb aboard the ships and find the tea.

COLONIST JOE: Here it is. Here is some tea.

COLONIST ED: Throw all of it into the water.

NARRATOR: For about three hours the colonists threw tea into the water.

COLONIST RAY: What a party!

COLONIST TOM: It sure was fun.

COLONIST BILL: Let's go home, Indians.

COLONIST AL: That will show Parliament how we feel about the tax on tea.

COLONIST JOE: Yeah, that will show them.

NARRATOR: Yes, the word of the Boston Tea Party did reach England. The men in Parliament felt the colonists of Boston had gone too far. They decided it was time to punish them and teach them a lesson.

WOMAN SUFFRAGE

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. The colonists felt they had a right to have a *Boston Tea Party*. They had no say in the way they were taxed. Remember, they had no representatives in Parliament. Do we have a say in the government today? How do we let the government know how we feel about a law?
2. Why is self-government so important today?

PETE AND BOB: PROTEST

The colonists protested against conditions when they felt that the conditions were unfair. Today, some people protest against conditions that they feel are unfair. Is this right?

Pete says:

"I feel people today have the right to protest peacefully. Protesting peacefully is one way of helping to improve conditions."

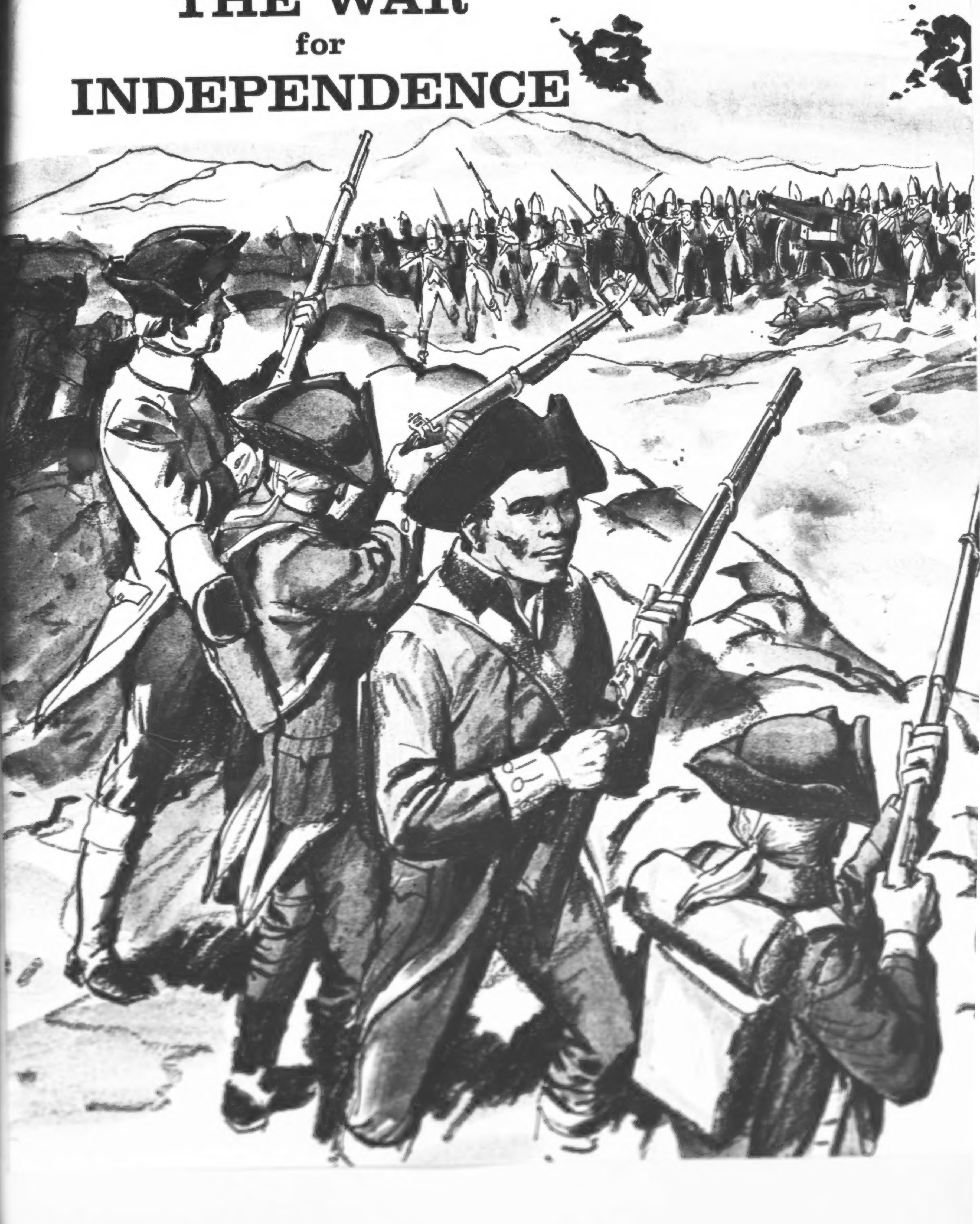
Bob says:

"I don't feel people have the right to hold protest marches or protest meetings. People who protest just make a lot of people mad. I don't feel protesting helps anybody. People who protest just start trouble."

What do you think? Do you agree with Pete or Bob? Why?

CHAPTER 4

THE WAR for INDEPENDENCE



SUMMARY READING

VOCABULARY

Watch for these words in today's reading. They are underlined in the story. Try to understand how these underlined words are used in the story.

1. tax
2. station
3. revolution
4. independence
5. Minutemen
6. Redcoats
7. Declaration
8. surrender
9. pamphlet
10. patriot

Have you ever had a difficult job that you had to do? The colonists had the difficult job of winning the War for Independence. Today you will read about how they did their job.

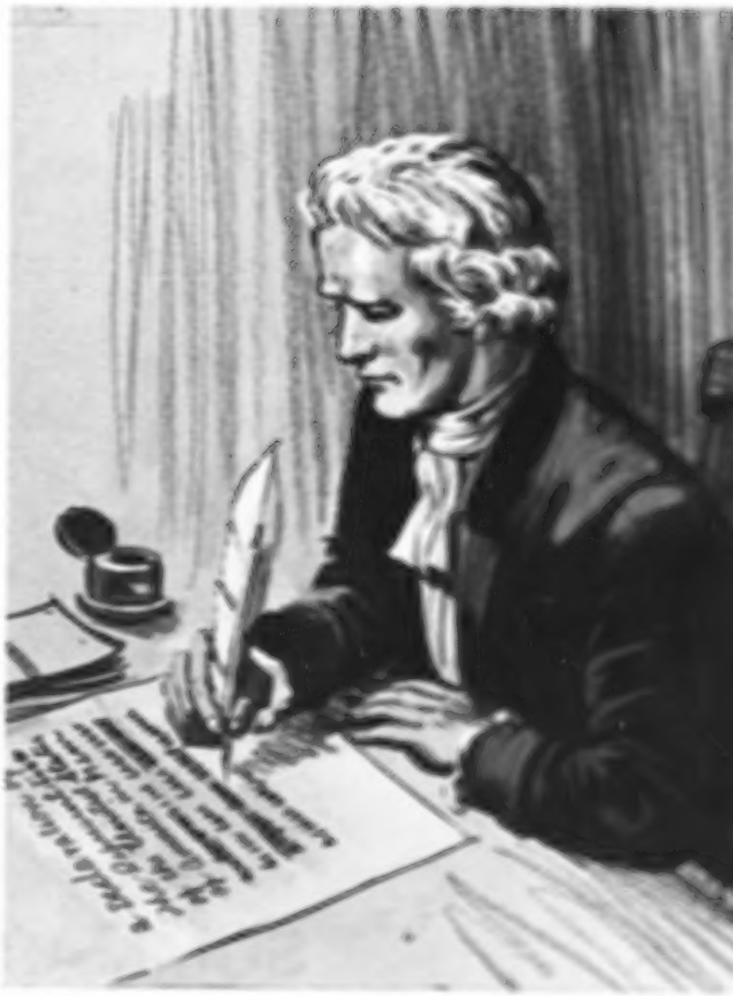
WHY WERE THE COLONISTS UNHAPPY?

You remember that the colonists were very unhappy about the way England was treating them. The colonists could not move west; they were not taxed in a fair way; English soldiers were stationed (kept) in the colonies, and England told the colonists what to buy and sell. The arguments between the colonists and England finally led to war. This war is called the American Revolution, or the War for Independence.

The War for Independence began in April, 1775, in the towns of Lexington and Concord in Massachusetts. There, colonial Minutemen and English Redcoats shot at each other. Ninety-three Minutemen and two hundred seventy-three Redcoats were killed, wounded, or captured.

WHAT WAS SAID IN THE DECLARATION OF INDEPENDENCE?

At first, the colonists did not want to break away from England. This was true even after the battles at Lexington and Concord. England, however, still refused to make any changes in the laws for the colonies. At last, the colonists decided that they had to break away from England. They felt that England did not understand their problems. They felt they had to start their own country. On July 4, 1776, a group of the most important colonists signed the Declaration of Independence that is now so famous. The Declaration of Independence said that "All men are created equal." This means that all people should have the same rights. It means that all people should be treated the same. The Declaration also said that England was treating the


Thomas Jefferson

Colonial Soldiers

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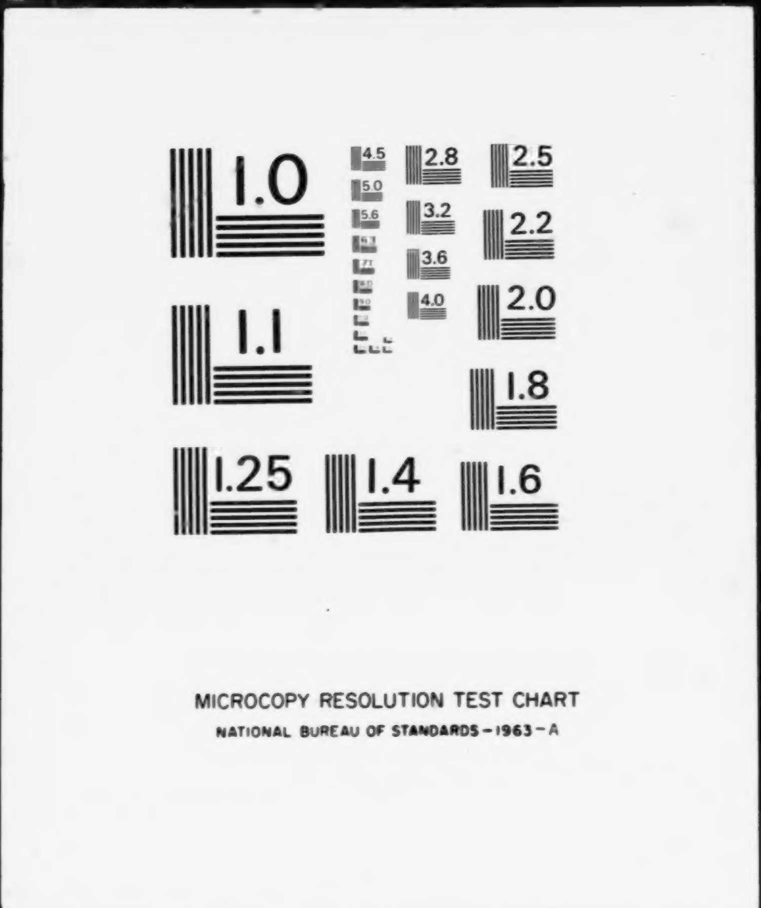
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

colonists so unfairly that the colonists had the right to set up their own country. We consider the Declaration of Independence very important. It says that people should be able to help make their own laws.

HOW DID THE WAR END?

The colonists had to fight to be free from England. They wanted to win. They showed how brave they were at such places as Bunker Hill, Trenton, Princeton, Saratoga, Valley Forge, and Yorktown. These brave soldiers were of different nationalities and races.

Not all the colonists thought it was wise to break away from England. Some of them did not approve of the War for Independence.

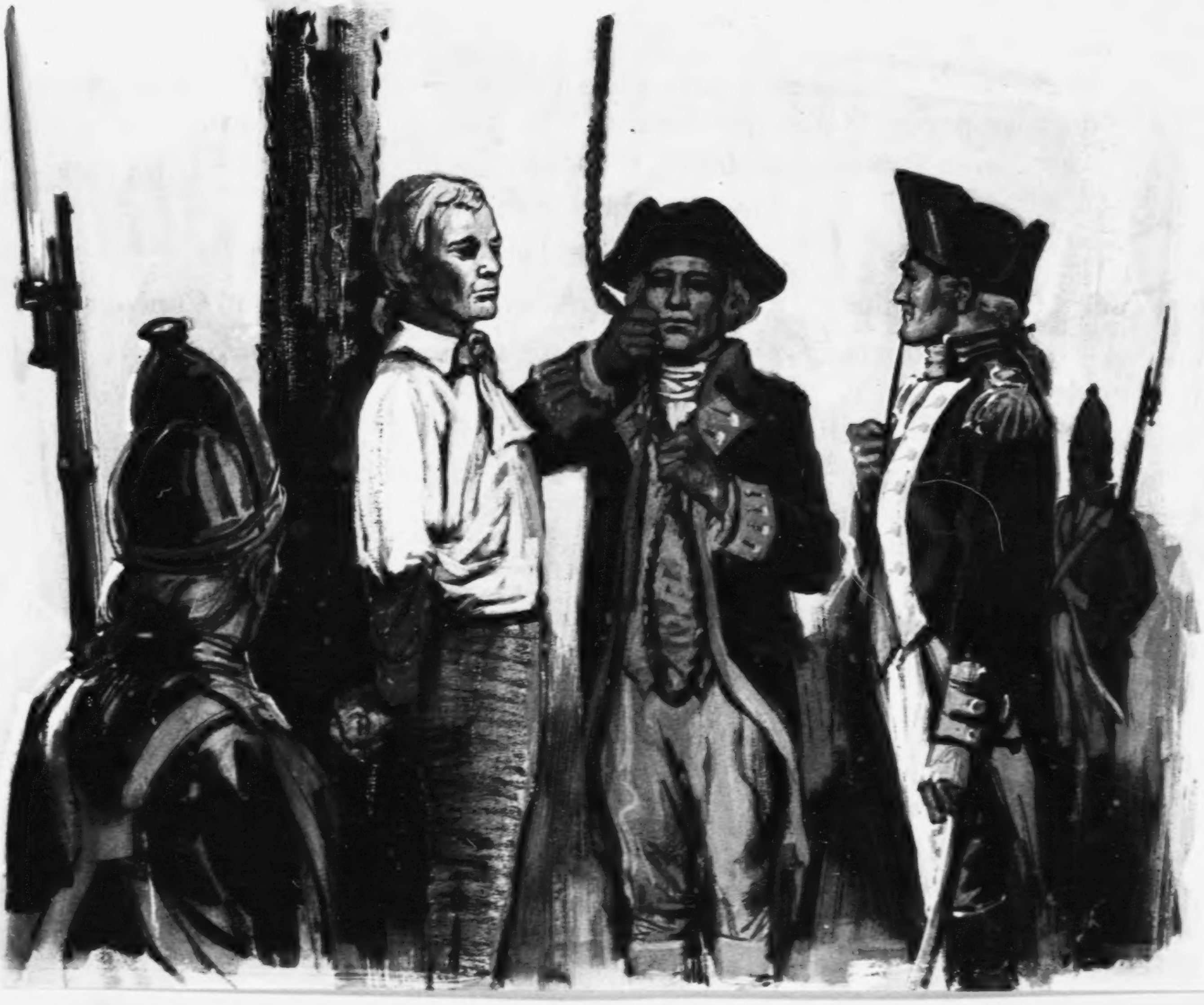
In 1781, the British finally surrendered at Yorktown.

WHAT PATRIOTS HELPED WIN THE WAR?

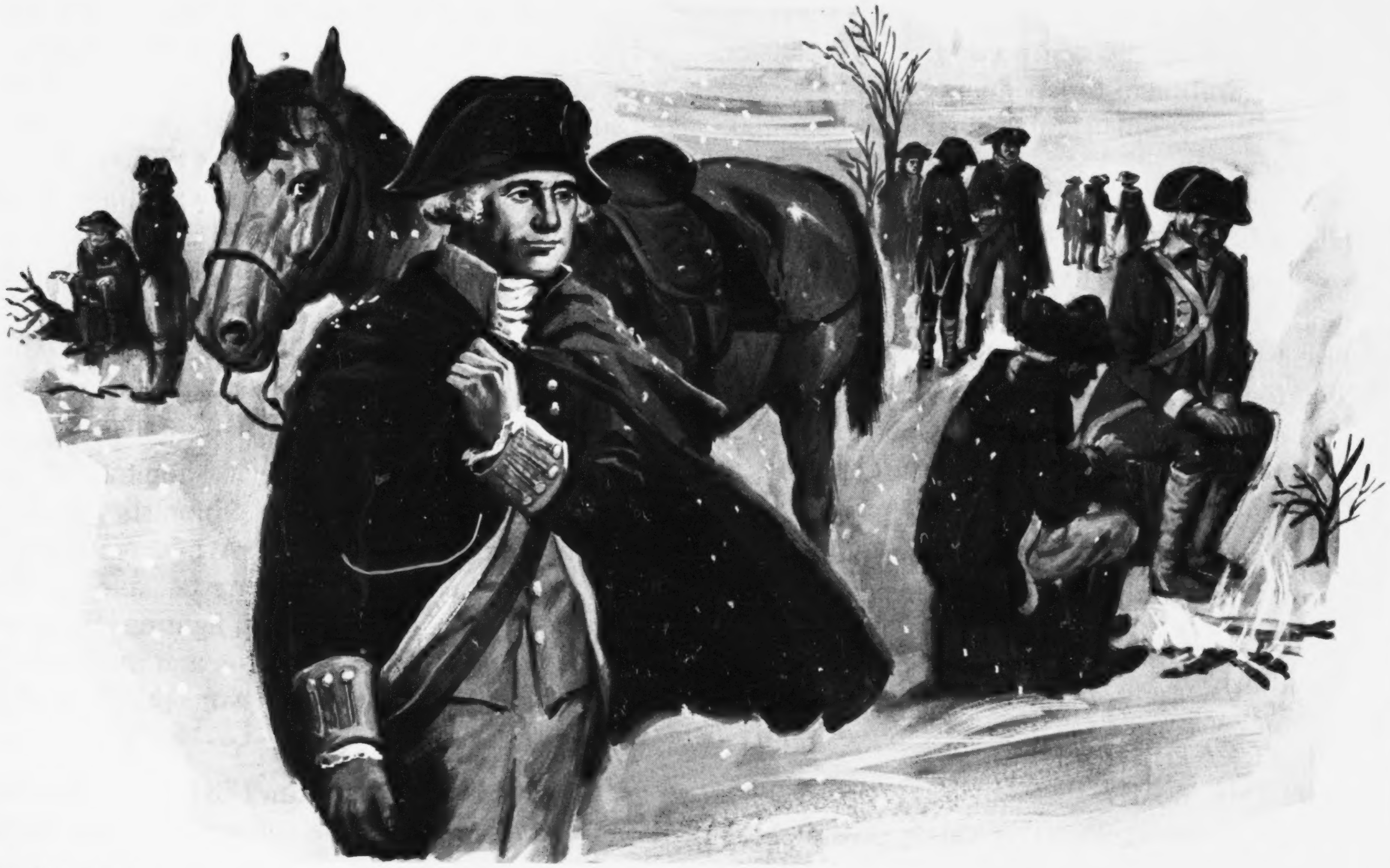
Many patriots made this victory possible. Tom Paine wrote pamphlets that told the colonists that they were fighting for freedom. Thomas Jefferson wrote the Declaration of Independence. There was a brave man named Nathan Hale. When the British prepared to hang him, he said, "I only regret that I have but one life to give for my country." There was John Paul Jones. His ship attacked and defeated many British ships. He never gave up. When the British tried to make him surrender, he replied, "I have not yet begun to fight." Old Benjamin Franklin helped the patriots, too. He talked the French into sending help to the colonists.

Of all the patriots, George Washington did the most to bring victory to the colonists. He was Commander-in-Chief of the Army. No matter how badly the war went, he never gave up. He always urged his men to keep fighting. Because of the leadership of Washington and the bravery of his men, the colonists won the War for Independence.

When the war ended in 1781, the colonists were on their own. The thirteen colonies were now independent.



"I only regret that I have but one life to give for my country."
—Nathan Hale



Valley Forge

ACTIVITY 1

VOCABULARY

Many of the words below were underlined in the story. Copy each word on your paper. Match the word with the meaning it has in this story. Then, write the meaning next to the word.

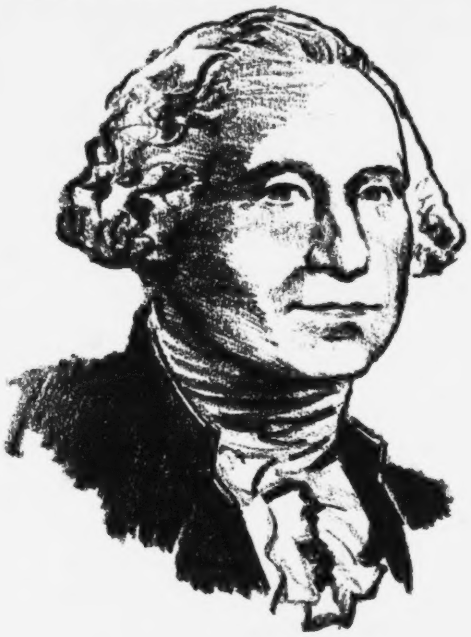
1. tax	to place men or soldiers somewhere
2. station	money paid to help run the country
3. revolution	colonists who fought at Lexington and Concord
4. Minutemen	to change a government by force

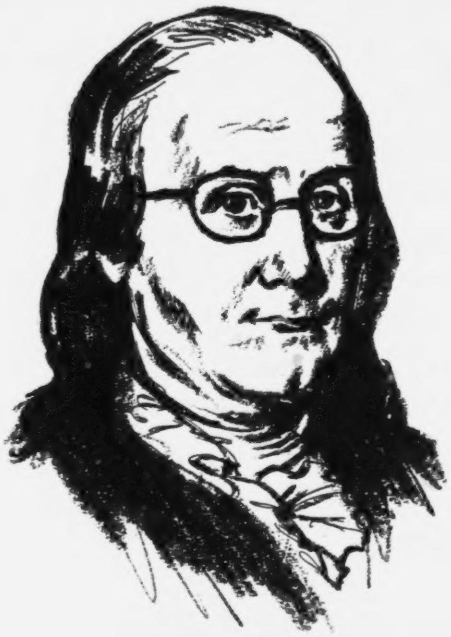
MORE VOCABULARY

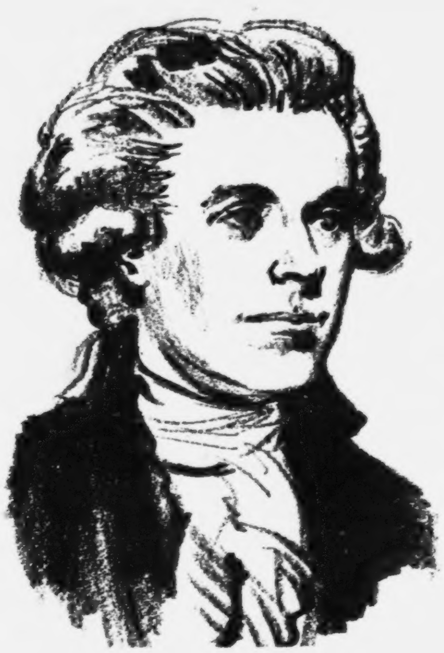
1. Redcoats	someone who loves his country
2. declaration	to give up
3. surrender	English soldiers
4. pamphlet	an important announcement
5. patriot	a small book that has a paper cover

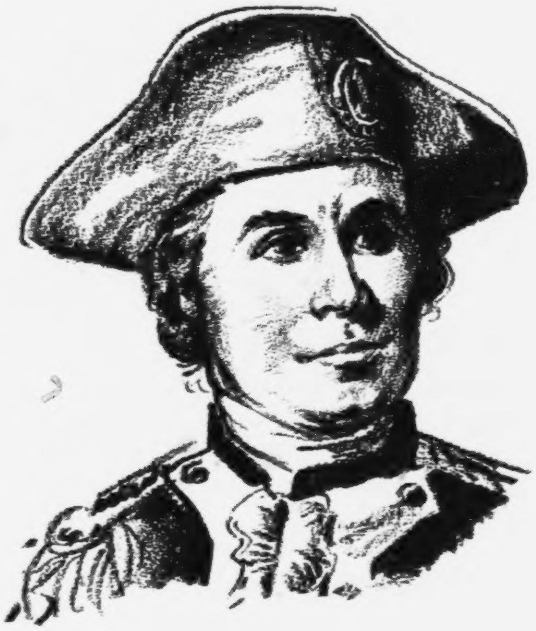
ACTIVITY 2

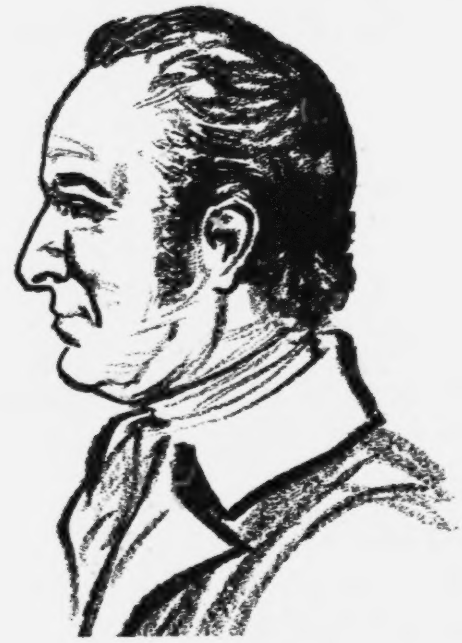
FIND THE CLUE

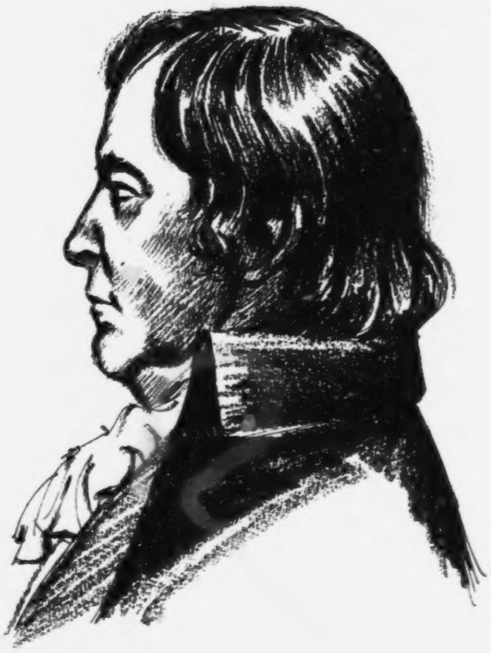

George Washington


Benjamin Franklin


Thomas Jefferson


John Paul Jones


Thomas Paine


Paul Revere

Here are the names and pictures of six famous Americans. Copy the six names. After each name copy the statement that tells something about him.

1. He got the French to help the colonists.
2. He was Commander-in-Chief of the Army.
3. He warned the Minutemen that the British were coming.
4. He wrote the famous Declaration of Independence.
5. He wrote important pamphlets.
6. He said, "I have not yet begun to fight."

ACTIVITY 3

READING FOR MAIN IDEAS

After each topic are two sentences. Copy the one sentence that is correct for each part of the story.

1. Unhappy Colonists
    - a. The colonists were unhappy with England for a number of reasons.
    - b. The colonists were unhappy because England stopped their farming.
2. The Declaration of Independence
    - a. The Declaration of Independence said that the colonists had the right to set up their own country.
    - b. The Declaration of Independence said that taxes should be lowered.
3. The War
    - a. Soldiers of all races and nationalities fought in the war.
    - b. All of the colonists approved of the war.
4. Victory
    - a. Many patriots made the victory possible.
    - b. The colonists won because England gave up easily.

ACTIVITY 4

WHO AM I?

Who might have said each of these things in the War for Independence? You should know the answers from today's story. Number from 1 to 6. Then copy each saying and write the correct answer after it.

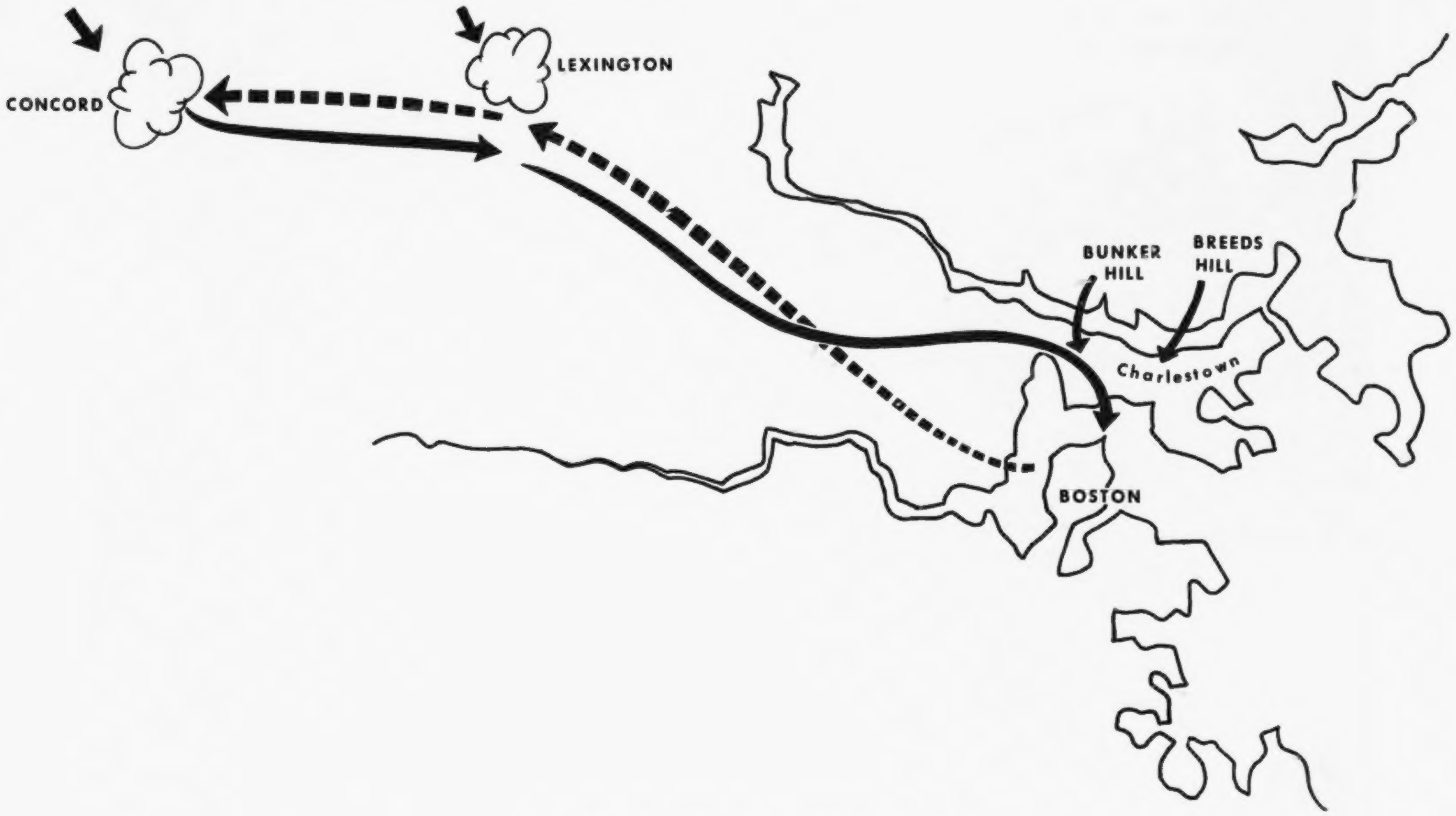
1. "Don't let that Redcoat get away!"
2. "Don't let that Minuteman get away!"
3. "Take a look at my pamphlet and read why you are fighting."
4. "I only regret that I have but one life to give for my country."
5. "I have not yet begun to fight."
6. "The French will help us!"

a. A Redcoat
b. Tom Paine
c. John Paul Jones
d. A Minuteman
e. Benjamin Franklin
f. Nathan Hale

Enrichment 1: THE SHOT HEARD AROUND THE WORLD

The War for Independence began when the colonists fired the first shots at English troops. This happened in two small towns in Massachusetts on April 19, 1775. Some people said that these shots were heard all around the world. Of course, this was not exactly true. What they really meant was that the war was very important. In time, people all over the world would be influenced (changed) by the War for Independence.

What happened at Lexington and Concord? You will find out in today's play. Before reading the play find Boston, Lexington, and Concord.



Battles of Lexington and Concord

British Advance ■ ■ ■ ■ ■ *British Retreat* ▬

Directions for the Play

The Minutemen are on one side of room, and the Redcoats on the other side. The actors may be either seated or standing.

Cast:
- Patrick Henry
- Narrator
- Colonist
- British Officer
- Paul Revere
- Redcoat Richard
- Redcoat Roger
- Redcoat Robert
- Minuteman George
- Redcoat Roland
- Redcoat Ryan
- Option: Sound Effects

PATRICK HENRY: I know not what course others may take; but as for me, give me liberty or give me death!

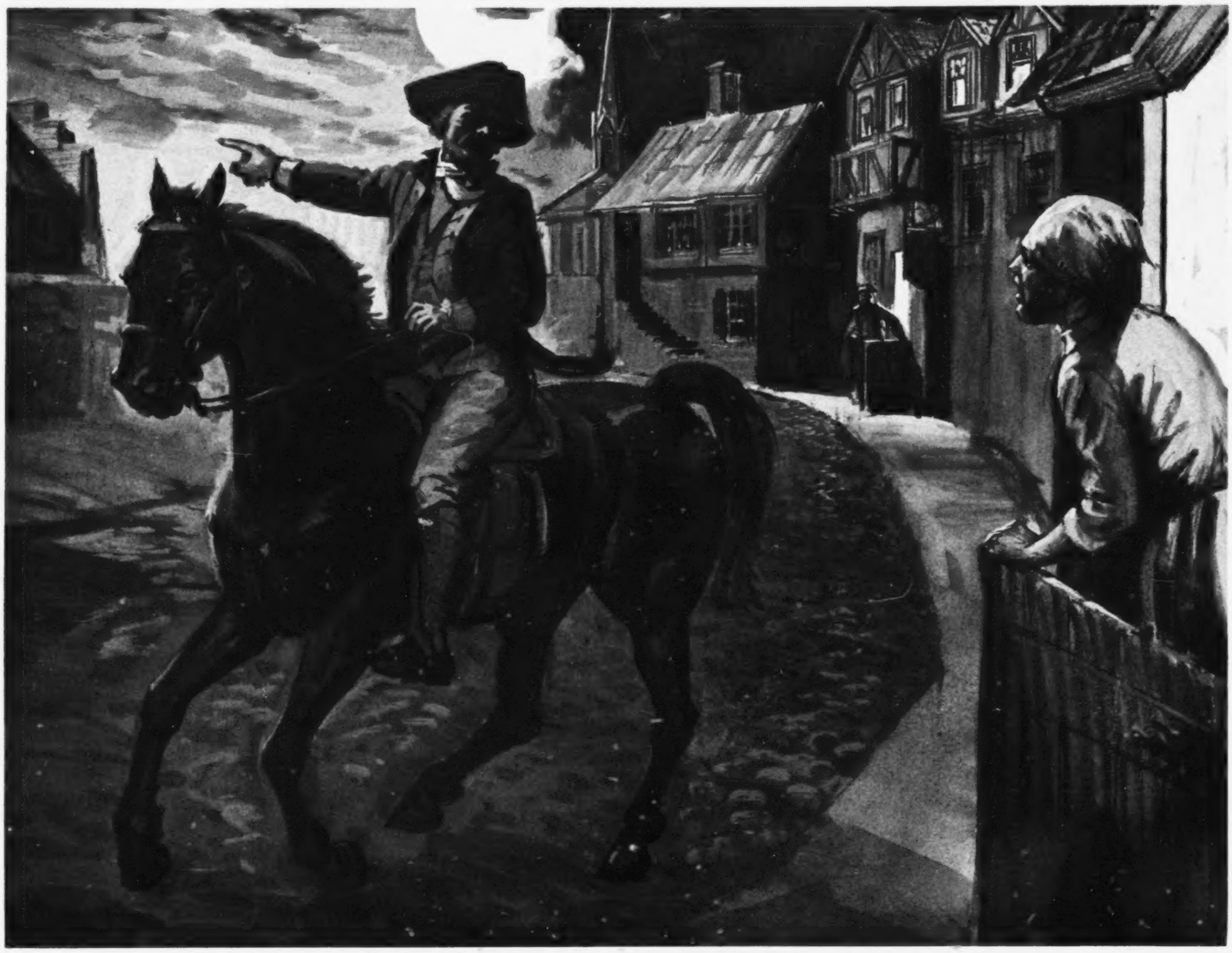
NARRATOR: The voice is Patrick Henry's. The date is March 23, 1775. The War for

Independence has not yet begun. Colonists hear the words and wonder, wonder . . .

COLONIST: Will I have to choose between liberty or death?

NARRATOR: The answer for some is less than a month away–April 19, 1775. On this day the British choose to march an army of Redcoats. Out of Boston to Lexington, to Concord. The British Redcoats know something.

BRITISH OFFICER: We know. We know what goes on. Guns, ammunition —That is what is hidden there. At Lexington and at Concord. And more: troublemakers, too. We aim to trap them. Who? . . . Why, Samuel Adams and John Hancock. We aim to trap them.



Paul Revere's Ride

NARRATOR: They march. They march – these king's men. Who dares to stop them now? Who dares to stop these veterans of many wars? Listen now who dares: *Paul Revere.*

PAUL REVERE: The British are coming!

NARRATOR: Through the night rides Paul Revere. He warns the colonists of the approach of the British Redcoats.

PAUL REVERE: The British are coming! The British are coming!

NARRATOR: The countryside awakens to his cry. Sleepy farmers hear his warning and jump from warm beds — clutch at everyday clothes — grab their muskets. Then move in the darkness to a secret hiding place — these, the Minutemen. (Pause) Now they gather at Lexington. They wait. They wait — the Minutemen. But not for long.

MINUTEMAN JOHN: Hush.

MINUTEMAN THOMAS: Quiet.

MINUTEMAN JOHN: Day breaks now.

MINUTEMAN THOMAS: Look, there! Redcoats! On the march.

MINUTEMAN JOHN: Wait. DO NOT FIRE!

NARRATOR: The Redcoats. On they march. Closer, closer, to Lexington.

REDCOAT RICHARD: There. See Lexington. And look! Farmers gathered — with muskets. Draw up. Be ready. BUT DO NOT FIRE. DO NOT FIRE!

NARRATOR: So now they stand — face to face. Veteran British Redcoat soldier — and farmer and merchant turned soldier.

REDCOAT ROGER: Hold your fire!

MINUTEMAN THOMAS: Hold your fire!

REDCOAT RICHARD: What now?

MINUTEMAN JOHN: What now?

MINUTEMAN THOMAS: A shot. Did you hear a shot?

REDCOAT ROBERT: A shot. Did you hear? Who fired? Never mind. Fire back. Load. Fire back.

MINUTEMAN JOHN: Who fired first? Fire. Load. Fire. Oohhh . . . (Show deep pain here).

MINUTEMAN THOMAS: They are too many. Fall back. Fall back. Fall back. Who fired first? Who fired first? (Pause)

MINUTEMAN GEORGE: What have we done? What have we done? We fired on the King's Men! What now? What now?

REDCOAT RICHARD: Fire. Load. Fire. Load.

MINUTEMAN GEORGE: Fall back. Fall back. They are too many. On the ground — dead. Four, five, six, seven, eight — eight of us.

REDCOAT ROGER: Eight of them. None of us. Now, on to Concord. March. March, march, march.

NARRATOR: Concord at last.

REDCOAT RICHARD: Concord. Now, through the town. Search out its arms. What is this? Watch it. Watch it. More farmers are coming.

NARRATOR: And now another clash. More Minutemen keep coming. Shots chorus back and forth. This time the British shout.

REDCOAT ROGER: Back! Back! Back to Boston!

NARRATOR: The British Redcoats stumble back to Boston. And, on the way the farmers-turned-soldier shoot. From behind trees, from houses, from stone walls. The farmers fire again and again.

REDCOAT ROLAND: Watch out! A farmer is behind that tree!

REDCOAT ROBERT: What tr . . . . . . Oohhhh!

REDCOAT ROLAND: Watch it! There's someone behind that stone wall.

REDCOAT RYAN: What stone waaaa . . . . . . Oooooh!

NARRATOR: The British Redcoats finally reach Boston.

REDCOAT RICHARD: Boston at last. And now the dreary count: How many? How many killed?

REDCOAT ROLAND: Seventy-three.

REDCOAT RICHARD: And wounded. How many wounded?

REDCOAT ROLAND: One hundred seventy-four.

NARRATOR: Night comes on April 19, 1775. Nothing will ever be the same again. The farmers and merchants-turned-soldier have shot at the king's men. Forty-nine colonists have been killed and forty-one wounded. No turning back now. The choice for many will be LIBERTY OR DEATH. Now, the War for Independence. Open wide the door.

Enrichment 2: THE CITY OF THE ANGELS IS FOUNDED

Imagine that you have a time machine that can take you back in time. Imagine that you can set the machine for any year you want, and then go back to that year. Perhaps you have seen such a machine on a television show.

Now then, suppose you set the dial for *September 4, 1781*.

Off you go!

ACROSS THE COUNTRY

First, you look in on the English colonies. There is George Washington. He is getting ready to attack the English soldiers at Yorktown. In six weeks the English will surrender, and the War for Independence will end. For the first time the thirteen colonies will be a country.

Now leave the dial still set on September 4, 1781, and move across the country from east to west. That is from the right side of the map to the left side. You see great empty spaces. You see huge dark herds of buffalo and dense (thick) forests. Now and then you see Indians.

You keep moving all the way across the land. You do not stop until you get to a place just about twenty miles from the Pacific Ocean. Now, you stop. You see a small group of men, women, and children. You take the time to count them. There are eleven families with twenty-one children. They look very tired. You hear them talk about a long and dangerous journey. They are determined to find a new life for themselves. There are several padres (Catholic priests) and soldiers with them. You move closer to hear what they are talking about.

A BRAVE BAND OF SETTLERS

You find out that this is a brave band of settlers who have come a long way, from Sonora, Mexico, to start a new pueblo (town). These first settlers were Spaniards, Mexicans, and Negroes. One of the Spanish soldiers is reading a proclamation (announcement). He says that this new settlement is to be called the town of "Our Lady Queen of the Angels." This group, then, is founding (starting) the pueblo of Los Angeles. Some day, you know, a great city will grow from this pueblo. In time, many more Mexicans and other settlers will come to make Los Angeles their home.

THE INDIAN ATTACK

These first forty-four colonists in Los Angeles had to be brave. A few months earlier, another group of brave Mexicans headed across what is now Arizona. They also planned to start a pueblo at Los Angeles. They never got there. A group of hostile Indians were on their trail. The Indians had attacked with tomahawks and arrows. Only a few of the fifty Mexicans escaped the bloody massacre that followed.

Look at the dial on your time machine again. It is still September 4, 1781. The United States had not yet become a country. However, these brave settlers are starting a town that will become a great American city—Los Angeles.

Enrichment 3: GEORGE WASHINGTON

George Washington was the leader of all the American soldiers in the War for Independence. Many people believe that the colonists could not have won without him. The colonists had great faith in George Washington. That is, they believed in him.

Why did so many colonists have so much faith in Washington? Imagine that we could ask the colonists that question. What answers do you think they would give?

Here are some possible answers. Which answer do you think is best?

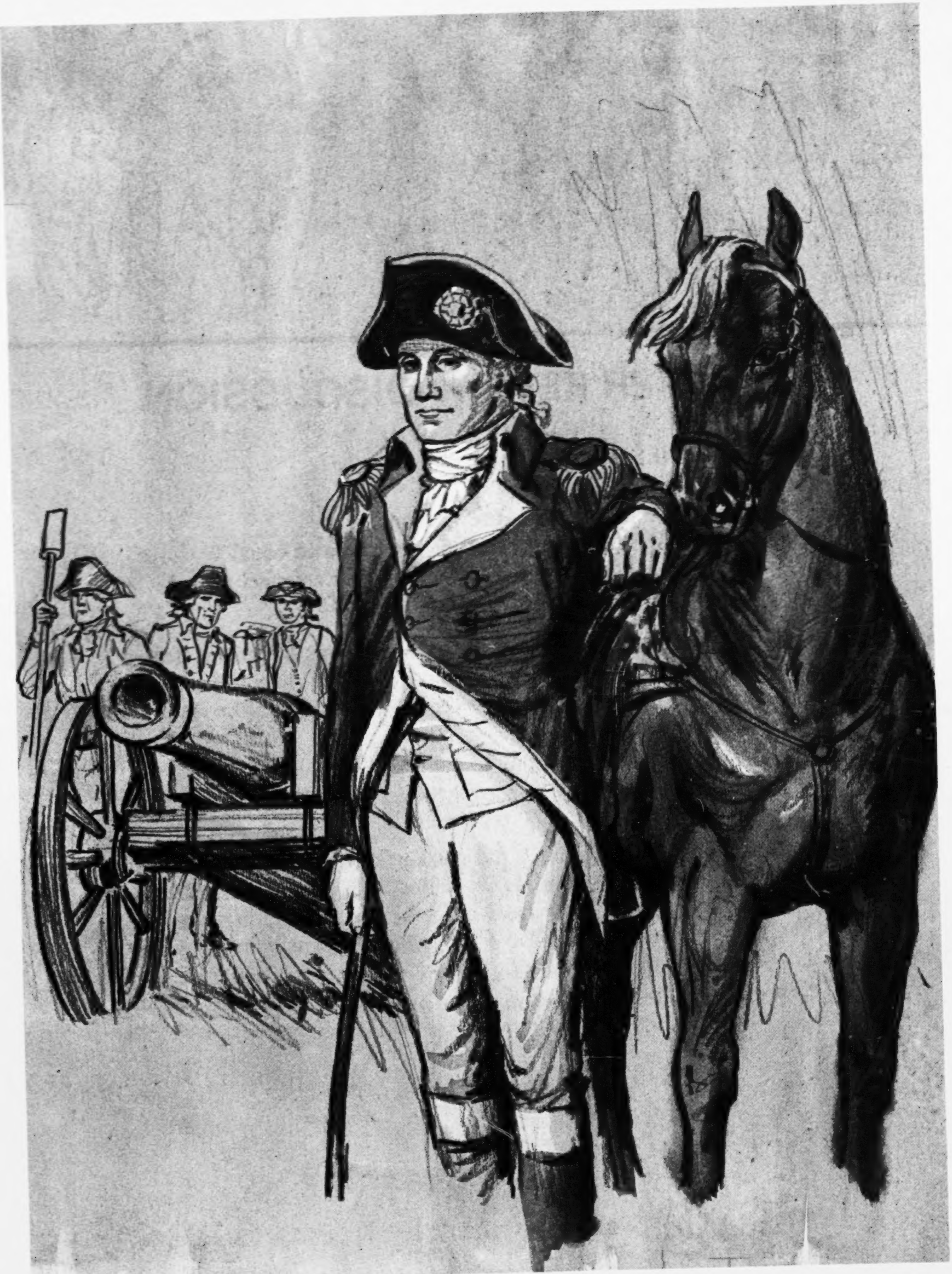
FIRST PATRIOT: George Washington? You know, he came from an important Virginia family. You looked at him, and knew that he was someone special. He always stood straight and tall. He was over six feet. Handsome, too.

SECOND PATRIOT: George Washington! Now, there was a leader – bravest man I ever met. Never gave up. Remember what he did in the French and Indian War? Kept right on fighting, even when his horse was shot from under him. Then, the War for Independence came and he was Commander-in-Chief. I tell you, you just would not believe it unless you were at Valley Forge. I was there. Our army was beaten. You never saw such a tired bunch of soldiers. Men were half-starved. Many of us had no shoes – and there was snow on the ground. Any other general would have given up. Not George Washington. He was so brave, he made us brave. He inspired us to keep on fighting. And we did, too. We gave the Redcoats quite a run for their money. We finally got them to surrender at Yorktown. Never could have though, not without the example of courage that George Washington showed us.

THIRD PATRIOT: I believed in George Washington from the beginning. Believed in him because I knew a little about his military ability. Talk about a soldier! Why, he was a major at nineteen! And do you know how old he was when he was leader of the Virginia army? Only twenty-three. When the patriots needed a military leader, everyone thought of George Washington first. Let's face it. That English army we were fighting in 1776 was one of the strongest armies in the world. We were just a bunch of farmers. Anyone taking a look at us would have bet on the English. But, if they did, they were not counting on George Washington!

FOURTH PATRIOT: Well, hear me out a minute. You know why I liked him? I knew how much he loved freedom. I knew what a religious man he was. You know what he said about slavery? I'll tell you: "There is not a man living who wishes more sincerely than I do to see a plan for doing away with slavery." You know, he freed all his slaves in his will.

FIFTH PATRIOT: Well, I'll tell you what sets him apart. He thought first about other people. Then, he thought about himself. You know, if he had wanted to, he could have sat back. He did not even have to go to war. Yet he was willing to command the colonial army. What's more, he refused to be paid for it. He believed in doing what was right, not just what he thought would make him popular.



George Washington

WOMAN SUFFRAGE

CHAPTER REVIEW DISCUSSION

THOUGHT QUESTIONS

1. Why are people taxed?
2. Why have people started revolutions?
3. What is the meaning of "All men are created equal"?
4. Should people have a say in the way they are ruled?

PETE AND BOB: VIOLENCE

The colonists did not like the way the English government treated them. They used violence to let England know what they did not like. Do we have the right to use violence today if we do not like what the government is doing?

Pete says: "Sure. Why should we have to do things we don't like? Let's use violence any time we think it will get us what we want."

Bob says: "The colonists did not have their own representatives to make their laws. Today we have our own representatives. We have peaceful ways of getting what we want. I feel it is our duty and responsibility to change things peacefully."

What do you think? Do you agree with Pete or Bob? Why?